Adams State University

Department of Counselor Education

Practicum
Professional Practice Manual

All Programs

Make Time for Change
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF AND FACULTY</td>
<td>3-4</td>
</tr>
<tr>
<td>PROGRAM DELIVERY DEFINITIONS</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>PREPARATION</td>
<td>6-8</td>
</tr>
<tr>
<td>PROFESSIONAL CONSIDERATIONS</td>
<td>9-10</td>
</tr>
<tr>
<td>ETHICAL RESPONSIBILITIES</td>
<td>11</td>
</tr>
<tr>
<td>WELLNESS</td>
<td>12</td>
</tr>
<tr>
<td>PURPOSE AND DESCRIPTION OF PRACTICUM</td>
<td>13</td>
</tr>
<tr>
<td>CACREP STANDARDS FOR PRACTICUM</td>
<td>14-15</td>
</tr>
<tr>
<td>CORE EXPECTATIONS OF PRACTICUM STUDENTS</td>
<td>16-17</td>
</tr>
<tr>
<td>PRACTICUM COURSE REQUIREMENTS</td>
<td>18-23</td>
</tr>
<tr>
<td>PRACTICUM FORMS</td>
<td>24-25</td>
</tr>
<tr>
<td>CONFIDENTIALITY AND TECHNOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>HELPFUL HINTS &amp; FAQS</td>
<td>27-30</td>
</tr>
<tr>
<td>PRACTICUM CHECKLIST</td>
<td>31</td>
</tr>
<tr>
<td>IMPORTANT LINKS</td>
<td>32</td>
</tr>
</tbody>
</table>
STAFF

Administrative Assistant III, Colorado Campus Programs
Carol McCann
cmccann@adams.edu

Online Plus Coordinator, Online Plus Program
Marisa Fricke
ceonline@adams.edu

Online Plus Assistant, Online Plus Program
Nate Pacheco
npacheco@adams.edu

Clinical Coordinator, All programs
Mollie Benton
counseloredcc@adams.edu

FACULTY

Department Chair
Dr. Susan Varhely
Professor of Counselor Education
scvarhel@adams.edu

Online Plus Director
Dr. Don Basse
Professor of Counselor Education
dtbasse@adams.edu

Assistant Chair of Department
Dr. Theresa O’Halloran
Professor of Counselor Education
tmohalloran@adams.edu

School Counseling Coordinator
Dr. Rex Filer
Professor of Counselor Education
rdfiler@adams.edu

Exit and Licensure Exam Coordinator
Dr. Teri McCartney
Professor of Counselor Education
tjmccart@adams.edu
**Technology Coordinator**
Dr. Mark Manzanares
Associate Professor of Counselor Education
mmanzan@adams.edu

Dr. Laura Bruneau
Associate Professor of Counselor Education
lbruneau@adams.edu

**Assessment Coordinator**
Dr. Brandon Wilde
Assistant Professor of Counselor Education
brandowilde@adams.edu

Dr. Lori Notestine
Assistant Professor of Counselor Education
lonotestine@adams.edu

Cheri Meder
Instructor of Counselor Education
cmeder@adams.edu

*All faculty may be contacted through Blackboard (Colorado Campus and/ or Online Plus Classroom). This includes all adjunct faculty.*

**PROGRAM DELIVERY DEFINITIONS**

*Colorado Campuses – On-Campus* refers to students enrolled full or part time on the Adams State University campus.

*Colorado Campuses – Off-Campus* refers to students enrolled part time at sites in Durango, Grand Junction, Pueblo, or new sites not yet determined.

*Online Plus* refers to students enrolled in the Online Plus program who attend two consecutive weeklong summer intensives on the Adams State University campus.
INTRODUCTION

Welcome to Adams State University’s Department of Counselor Education. Faculty members are committed to the development of counselors who will provide effective counseling services. Supervised experiential/clinical activities are vital to this development. Through professional practice coursework (e.g. Internship), students will benefit by receiving supervised practice from both faculty and practicing counselors.

The Professional Practice Manuals (Pre-practicum, Practicum, and Internship I & II) provide an overview of the professional practice experiences in the clinical mental health, school, and addiction counseling specialty programs, which occurs over 4 sequential courses: 1) Pre-Practicum, 2) Practicum, 3) Internship I, and 4) Internship II. An overview of these courses, as well as expectations, guidelines and required paperwork, are presented in these manuals. These courses are defined as professional practice courses as they require experiential/clinical experiences under the direction of a qualified supervisor.

Students are encouraged to carefully read the manual(s) soon after acceptance into the program. Once students have become familiar with the material in the manual, they should contact their advisor to talk about questions they may have. Students should refer to the manuals as they move through the program and watch for updates in future revisions of these documents.

We wish every student great success with the program and with their professional practice experiences!

Department of Counselor Education Faculty
**PREPARATION**

The Department of Counselor Education faculty has developed the following guidelines to help students prepare for successful professional practice. Close adherence to these procedures is critical; students should check with their advisor if they have questions.

A. **Prerequisites**

Prerequisite courses are required for most professional practice courses:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Required for Enrollment</th>
<th>Recommended for Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 536: Pre-practicum</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>COUN 537: Practicum</td>
<td>COUN 524: Philosophy and Theories of Counseling</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>COUN 536: Pre-Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 550: Ethics and Professional Issues (can be concurrent)</td>
<td></td>
</tr>
<tr>
<td>COUN 585/586/587: Internship I</td>
<td>COUN 537: Practicum</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>COUN 540: School Counselors in Learning Environments/ Educational Systems (School Specialty Program students only; can be concurrent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 555: Clinical Mental Health Counseling (Clinical Mental Health &amp; Addiction Specialty Program students; can be concurrent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 561: Assessment, Diagnosis, and Treatment of Addictions (Addiction Specialty Program students; can be taken concurrent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 541: School Counselors: Paradigms and Practices (School Specialty Program students; can be concurrent and taken during I or II)</td>
<td></td>
</tr>
<tr>
<td>COUN 595/596/597: Internship II</td>
<td>COUN 585/586/587: Internship I</td>
<td>COUN 542: Diagnosis and Psychopathology (Clinical Mental Health and Addiction Specialty Program students; can be concurrent)</td>
</tr>
</tbody>
</table>
B. Site/ Supervisor Registration Information

1. Pre-Practicum

Students typically take the first professional practice course, Pre-Practicum, during the first semester or second semester in the program. Pre-Practicum students do not need to submit any paperwork prior to enrolling in the course. Refer to the Pre-Practicum manual for further information.

2. Practicum and Internship

Three important steps must occur for Practicum and Internship site/ supervisor registration

a. Consult with Clinical Coordinator. Students should consult with the Clinical Coordinator before completing the Site Application and Supervisor Registration form as the Clinical Coordinator can help students determine which sites will be the best fit for their personal and professional goals.

b. Submit paperwork for the respective course by required deadline. To apply for Practicum and/or Internship, students need to submit a completed Site and Supervisor Registration by the deadline. The deadline is always the first day of the academic semester in which the course begins; refer to the Academic Calendar for specific dates per semester. For example, the deadline for Fall, 2012 professional practice courses is August 20th, 2012.

A few areas to note:

- The Site and Supervisor Registration form can be found within the respective Practicum and Internship manuals. Students complete this form and submit to the Clinical Coordinator via email. Also, students should retain a copy of these forms for their records.
- Students are expected to submit a new Site and Supervisor Registration form for both Practicum and Internship I, even if the site and supervisor remain the same.
- Failure to complete and/ or earn an A or a B in Practicum, etc. requires you to submit a new Site and Supervisor Registration when repeat the course.

c. Register for course. Refer to ASU One Stop Student Services regarding course registration. If you have problems registering, first consult with your advisor. Additionally, Colorado Campuses students should contact Carol McCann at 719/587-7626. Online Plus students should contact Marisa Fricke at 719/ 587-8138.
C. Other Requirements

1. Obtain/ renew Liability Insurance. All students are expected to carry liability insurance throughout the entire program. **Liability insurance needs to be renewed on an annual basis.** To ensure liability insurance coverage is effective throughout the professional practice experiences, all students need to obtain this insurance during their pre-practicum class.

   By joining a professional counseling association, (choices below) students are provided with free liability insurance. Employee insurance does not cover professional practice experiences; thus students must carry ACA, ASCA, or AHMCA insurance.

   - **American Counseling Association** (ACA)
   - **American School Counselor Association** (ASCA)
   - **American Mental Health Counselors Association** (AMHCA)

2. Register with LiveText. All first year students need to register with LiveText, our web-based assessment management system. This system allows the Department to collect individual and group data throughout a student’s course of study in our program. Currently, we are using LiveText for managing professional practice evaluations.

   Therefore, all students will need to purchase a membership in LiveText. This is part of the Philosophy and Theories in Counseling course requirements. Students need to have at minimum, the Standard Edition, which costs approximately $100.00. This fee is a one-time expense and it is good for five years. Go to LiveText for more information and directions on how to purchase this membership.
PROFESSIONAL CONSIDERATIONS

Professional practice courses provide students with the opportunity to practice counseling skills under supervision. A successful student will be open to personal growth, become proficient at giving and receiving feedback, abide by ethical standards, and pay attention to their own wellness.

Personal Growth

During professional practice experiences, students will encounter people and situations that will personally affect them in both positive and negative ways. This is a normal process in the journey of becoming a counselor. By being open to these experiences and learning from mistakes, students will become more capable and effective counselors.

It is equally important for students to become aware of their beliefs and values and how these affect the counseling process, including the counseling relationship. Being inflexible in one’s beliefs and values can impact effectiveness as a counselor. Students are free to believe what they wish, but must be aware of the possible limits these beliefs may have on their work as a counselor.

Participating in personal counseling is one way to achieve personal growth. Many students choose to invest in their professional future by receiving their own counseling.

Supervision

During professional practice experiences, students will receive extensive supervision and feedback from the site supervisor, course instructor, and/or peers. Supervision sessions will address a) skill development, b) professional development, and c) personal development. To take full advantage of supervision, students must be prepared for supervision sessions.

Scheduling

Extensive supervision is required for Pre-Practicum, Practicum and Internship I & II. Make note of the requirements listed in each section of this manual and plan your schedule accordingly.

Receiving Feedback and Supervision

In the counseling program, students have the unique opportunity to receive extensive, close supervision from faculty members as well as practicing counselors. Students are urged to take advantage of this opportunity by making the personal decision to be non-defensive to supervision and feedback. The following are suggestions on how to be open to the supervision process.

1. Focus: Before each supervision session, take time to focus on your professional goal of becoming an effective counselor.
2. Listen: Make a commitment to truly hear the feedback offered to you, even when the comments seem critical to you.

3. Reflect: Be open to new ways of thinking about yourself and what you believe. Be willing to grow and change.

4. Value: Remember what strengths you bring to the counseling process and pay attention to your own wellness.

Giving Feedback

Students will give one other feedback during group supervision and during in-class experiences. Peer-to-peer learning is invaluable in the process of becoming a counselor. It is also an opportunity for students to practice giving honest and accurate feedback in a sensitive manner.

Giving honest feedback often feels like a risk, especially when it is done correctly. It may feel safer to say, “You did a good job.” However, this statement does not provide the counselor useful or helpful information. A better statement would be: “I really liked how comfortable you seemed with this client/student. I wonder how you felt in this moment.” Or, “I liked the fact you used a scaling question, but I’m not sure if that was the best way to ask the question. What if you asked them…?” Or, “It seemed to me you were in your head when your client started crying. I wonder if you are uncomfortable with tears.”

Preparing For Supervision

Students need to be prepared for each supervision session. This may take the form of having paperwork ready for the supervisor to review, listening/watching to recordings of the counseling sessions, and writing down specific questions.
ETHICAL RESPONSIBILITIES

Students are expected to engage in professional and ethical behavior at all times and to follow the American Counseling Association’s Code of Ethics and Standards of Practice.

Minimum Ethical Obligations

- Download the ACA Code of Ethics and Standards of Practice
- School counseling specialty program students should also download the ASCA Ethical Standards for School Counselors
- Become thoroughly familiar with this information!
- Abide by the ethical behavior and standards of practice endorsed by ACA
- Adhere to the laws of the state in which you conduct your Practicum or Internship experience
- Bring your general, non-emergency ethical questions to classes and supervision sessions
- Immediately consult with your site supervisor when emergency ethical dilemmas arise (i.e., suicide, duty to warn, child/elder abuse, gravely disabled)
- Become familiar with and abide by policies and procedures established by your Practicum or Internship site(s)

You are responsible for being familiar with and abiding by your state laws, professional ethics, and policies and procedures of your site. Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action and/or dismissal from the program. Your first obligation is adherence to state and federal law.
WELLNESS

Graduate students lead busy lives! Many students are juggling numerous roles, such as student, spouse/significant other, parent, child, employee, and community/professional leader. With all the day-to-day obligations counselors and students face, it is often difficult to find time to care for oneself. Wellness, including self-care, is essential for personal well-being and for being effective counselors.

As such, students should consider ways to keep their student responsibilities a priority while maintaining a balance with other aspects in their life. Students can talk to the faculty and their peers about ways to enhance their wellness. Some suggestions include:

Physical health: Eat well; get lots of rest, and exercise

Social support: Don’t forget about friends and family

Spiritual: Nurture spiritual beliefs

Recreation: Play and have fun

Humor: Remember to laugh at yourself and with others

Recognize limits as counselors: Remember, we cannot “fix” clients/students, take away their pain, or make their decisions for them

Use these suggestions as starting points for developing a wellness plan.
Practicum

INTRODUCTION TO PRACTICUM

Practicum is the second of the four experientially based courses that focus on skill, professional, and personal development. It is the student’s responsibility to read this professional practice manual carefully when he or she enrolls in the practicum course. Please ask the practicum instructor if there are further questions.

PURPOSE AND DESCRIPTION OF PRACTICUM

The purpose of the practicum course is for students to continue gaining skills and knowledge of the counseling experience. Students will continue to practice foundational counseling skills and behaviors learned in pre-practicum, and will have the opportunity to integrate more advanced skills through practice in class, supervised recorded sessions, and direct service at a practicum site.

Under the direction of a qualified supervisor, each student will record counseling sessions with a designated client. The number of recorded sessions will be determined by the practicum instructor. The student will meet face-to-face with the supervisor between each session to review the recording and work on skill, professional and personal development. Additionally, students are required to complete 100 hours at a practicum site and receive site supervision. Students will be evaluated throughout the semester by their supervisor(s) and instructor. More details about evaluation are included in the Department of Counselor Education Student Handbook.

As in pre-practicum, practicum focuses on the personal qualities needed to develop an authentic and effective counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.
CACREP STANDARDS FOR PRACTICUM

The Council for Counseling and Related Education Programs (CACREP) is our accrediting organization. In order to 1) maintain CACREP accreditation and 2) follow a best practice model, the Department of Counselor Education developed the Practicum course around the 2009 CACREP standards. These standards are as follows:

Students must complete supervised practicum* experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. (Note to ASU students: this supervision is provided by the “site supervisor”)
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. (Note to ASU students: this supervision is provided by the face-to-face practicum instructor and/or the WIMBA instructor)
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

* CACREP defines practicum as a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

Specific CACREP Standards met for this course include:

● Clinical Mental Health Standards:

B.1: Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
D.9: Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

● School Counseling Standards:

B.1: Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.5: Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
• Addiction Counseling Standards:

B. 1: Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling
D.9: Demonstrates the ability to recognize his or her limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
CORE EXPECTATIONS OF PRACTICUM STUDENTS

A. Skill Development

To develop the skills necessary to engage in a counseling relationship or alliance, students will practice and be evaluated on particular skills. These skills include the foundational skills learned in pre-practicum (non-verbals, opening skills, reflecting skills, and core conditions), as well as the more advanced skills listed below.

- Advanced Reflecting Skills
  - Reflecting meaning: identify and respond to the meanings behind a client’s story; restate the personal impact and significance of the event being described

- Challenging Skills
  - Giving feedback: supplying information to a client about what the counselor sees, feels, or suspects about the client; should be constructive and specific
  - Confrontation: interventions that point out discrepancies in client beliefs, behaviors, words, and nonverbal messages
  - Focusing on the client: keeping the focus on the client rather than others; asking the client to take responsibility and ownership

- Change Techniques
  - Setting goals: working with the client to create specific, positive, simple, realistic, and relevant goals for sessions
  - Giving information: supplying data or facts to help client reach his or her goals; providing accurate information about certain topics (i.e., drugs, parenting, etc.)
  - Reframing: helping the client recognize there are several ways to frame a problem or that it can be seen in many different lights
  - Brainstorming: identifying and challenging assumptions about the problem; generating ideas; evaluating potential solutions

In addition, students will begin to perform duties at their respective practicum site. While specific counseling skills (e.g., reflecting meaning) might not be directly evaluated, these skills do have an impact on the students’ effectiveness during a team staffing or while teaching a guidance curriculum lesson. Site work allows for students to integrate and apply counseling skills learned throughout the program.
B. **Professional Development**

In addition to maintaining high academic standards, students enrolled in the Department of Counselor Education must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds.

Emerging counselors should demonstrate a concern for people, self-management skills (being on time, prepared for class, completing paperwork, etc.), and high quality oral and written communication.

The department faculty has the following expectations of emerging counselors:

- The student relates to peers, professors, and others in an appropriate professional manner.
- The student applies legal and ethical standards during the training program.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student behaves in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.
- The student behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate).

C. **Personal Development**

The Department of Counselor Education faculty believes personal development is a crucial component in the growth of the counselor-in-training. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a counselor. The Department Handbook makes clear the obligation of the faculty to monitor the personal growth and self-awareness of future counselors.

The department faculty has the following expectations of emerging counselors:

- The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- The student is aware of her/his own belief systems, values, and limitations and how they might adversely affect the student’s work with clients/students or peers.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
- The student participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).

In meeting the standards above, students exhibit overall suitability for the field of counseling. Faculty, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counseling, for example making progress toward self-awareness and serving his or her future clients ethically and professionally.
PRACTICUM COURSE REQUIREMENTS

In addition to in-class and academic requirements as directed by your instructor, practicum students must meet the following requirements.

1. **Carry Current Liability Insurance**

   All graduate students in the Department of Counselor Education are required to carry professional liability insurance during Pre-practicum, Practicum, Internship I, and Internship II. As students are required to join and maintain membership in one of the national professional counseling organizations throughout the counseling program, consistent liability insurance coverage can be assumed. National professional counseling organization such as ACA, ASCA, and AMHCA provide FREE student liability insurance as part of student membership in those organizations.

   Students will ensure the Clinical Coordinator has the most recent renewal information and will provide evidence of this when they apply for Practicum, Internship I, etc., via email. Membership cards/ and or Evidence of Insurance Forms will suffice as proper documentation. Students are not allowed to conduct counseling sessions or accumulate practicum hours unless they have proof of insurance. **Students may be asked to repeat the professional experience course if they fail to fulfill this requirement.** Insurance carried by an employer will not suffice; it does not cover the student’s role as a practicum or internship student.

   **American Counseling Association (ACA)**  
   **American School Counselor Association (ASCA)**  
   **American Mental Health Counselors Association (AMHCA)**

2. **Complete 100 Hours at a Practicum Site**

   **A. Select Site:**

   The practicum experience is designed to introduce students to clinical mental health, school and addiction counseling settings. As an introduction, students can spend some of their time shadowing professionals in their respective settings. As students progress through the practicum experience, they will begin to assume more responsibilities and independent work. It is up to the student to discuss their needs with his or her site supervisor to gain the most from the practicum experience.

   For Practicum, students may be in either an addiction, school, or clinical mental health counseling setting regardless of which specialty program they are pursuing. However, in Internship I and II, clinical mental health specialty program students must be in a clinical mental health setting and professional school counseling specialty program students must be in a K-12 school setting and addiction counseling specialty program students must be in an addiction counseling setting.
Additionally, students in the school counseling specialty program will need to complete hours at two grade levels (at minimum) during Internship (e.g. high school and elementary school; refer to the Internship manual for more information). Therefore, to get the most well rounded experience, students in the school counseling specialty program may want to consider completing their practicum hours at a third grade level (e.g. middle school).

Selecting the Practicum site is one of the most important steps in the development of counseling skills and the successful completion of professional practice experiences. The following guidelines will aid the selection process:

- **Professional Practice Manual**: Carefully read the Professional Practice Manual to become familiar with the details of the professional practice courses.

- **Professional Goals**: In the first semester of the program, each student should determine his or her interests, needs, and expectations for professional practice experiences. When choosing a site, students should aim for a placement that represents a “good fit” with these interests, needs, and expectations. Students should then contact the site for an interview with the desired site supervisor to discuss learning objectives and expectations.

- **State Requirements**: Each student should become familiar with the requirements for counseling licensure in his or her state. For example, some states require that a percentage of hours be spent diagnosing or conducting group work during their practicum and internship experiences. Licensure requirements may change without notice. It is the student’s responsibility to stay current with requirements. Obtain this information from the sources listed:
  - State Professional Counselor Licensure Boards
  - State School Counselor Certification and Licensure Agencies

B. **Accumulate Required Hours and Service**:

For Practicum, students are required to spend 100 hours of supervised experience at an approved site. **Forty of the 100 hours must be in direct service with clients/students at the site.**

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group sessions</td>
<td>Completing paperwork</td>
</tr>
<tr>
<td>Conducting intake interviews</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client/student (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Others</td>
<td>(School counselors) Providing consultation to teachers, staff, parents, etc.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>(School counselors) Conducting classroom guidance activities</td>
</tr>
</tbody>
</table>

- If students have questions about specific duties or assignments at the practicum site, ask the practicum instructor and site supervisor.

- Students will be expected to follow all procedures and policies as directed by their site supervisor, including client/student documentation. Examples of this may include case notes, intake reports, and so on.

- Students may only count up to 10 hours for ASU group supervision. These 10 hours are built into the Practicum Summary Form on LiveText. Therefore, students should ensure that they only document up to 10 hours for group supervision via LiveText.

3. **Record Sessions:**

**Requirements for Colorado Campus/On Campus Students**

- Each student will provide counseling sessions to a designated client. Students will be expected to demonstrate foundational skills learned in Pre-Practicum, as well as the advanced skills learned in this course. As with Pre-Practicum, students will also be expected to develop a counseling relationship with the client.

- Instructors will recruit undergraduate students to serve as the designated clients for recordings, or students will record clients served at the Adams State University Counseling and Career Center. Students may also arrange to record clients/ students at their practicum site.

- Students may be expected to show their recorded sessions during class for group feedback. Instructors will be held accountable for the ethical disposal of the sessions.

- Sessions should run the traditional 50 minute counseling hour unless otherwise specified or due to developmental age of client (e.g. 30 minutes as ideal for children or students seen within the school system).

**Requirements for Colorado Campus/Off Campus Students**

- Each student will provide counseling sessions to a designated client. Students will be expected to demonstrate foundational skills learned in Pre-Practicum, as well as the advanced skills learned in this course. As with Pre-Practicum, students will also be expected to develop a counseling relationship with the client.

- Students at the off-campus sites will be expected to record clients **at the practicum site** unless this is not allowed. In that case, students will need to secure a volunteer client,
AFTER consulting with the practicum instructor. This client cannot be someone whom the student has an ongoing personal or professional relationship with. The client must agree to talk about a real concern and must understand that the counseling relationship cannot extend past the required sessions. Recorded counseling sessions must take place in a public location, e.g. library meeting room and the counselor must ensure confidentiality (e.g. closed doors). These sessions must NEVER take place in a private residence. The practicum instructor and/or Clinical Coordinator can provide more details if necessary.

- Students may be expected to show their recorded sessions during class for group feedback. Instructors will be held accountable for the ethical disposal of the sessions.
- Sessions should run the traditional 50 minute counseling hour unless otherwise specified or due to developmental age of client (e.g. 30 minutes as ideal for children or students seen within the school system).

**Requirements for Online Plus Students**

- Each student will provide counseling sessions to a designated client. Students will be expected to demonstrate foundational skills learned in Pre-Practicum, as well as the advanced skills learned in this course. As with Pre-Practicum, students will also be expected to develop a counseling relationship with the client.
- Online Plus students will be expected to record clients at the practicum site unless this is not allowed. In that case, students will need to secure a volunteer client AFTER consulting with the practicum instructor. This client cannot be someone whom the student has an ongoing personal or professional relationship with. The client must agree to talk about a real concern and must understand that the counseling relationship cannot extend past the required sessions. Recorded counseling sessions must take place in a public location, e.g. library meeting room and the counselor must ensure confidentiality (e.g. closed doors). These sessions must NEVER take place in a private residence. The practicum instructor and/or Clinical Coordinator can provide more details if necessary.
- Students will be expected to show their recorded sessions during the subsequent summer intensive for group supervision. Instructors will be held accountable for the ethical disposal of the sessions.
- Sessions should run the traditional 50 minute counseling hour unless otherwise specified or due to developmental age of client (e.g. 30 minutes as ideal for children or students seen within the school system).

4. **Fulfill Supervision Requirements:**

**Colorado Campus/On-Campus Students:**
Students on the Alamosa campus of Adams State University will be assigned a faculty member as the recording supervisor. The instructor for the Practicum course will make the supervisor assignments. It is up to the student to contact the recording supervisor and arrange for regular supervision. Additionally, on-campus students must contract with a site supervisor where the 100 practicum hours will be completed. It is the student’s responsibility to find an appropriate site and supervisor. The Clinical Coordinator can assist in that process.
**Colorado Campus/Off-Campus Students:**
Off-Campus students must contract with a site supervisor where the 100 practicum hours will be completed. The Department of Counselor Education expects that site supervisors will also review the students’ recorded sessions. Ideally, students should have only one supervisor. It is the student’s responsibility to find an appropriate site and supervisor. The Clinical Coordinator can assist in that process.

**Online Plus Students:**
Off-Campus students must contract with a supervisor where the 100 practicum hours will be completed to serve as the site supervisor. The Department of Counselor Education expects that site supervisors will also review the students’ recorded sessions. Ideally, students should have only one supervisor. It is the student’s responsibility to find an appropriate site and supervisor. The Clinical Coordinator can assist in that process.

In regards to qualifications, supervisors must:

- Have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. All supervisors must be licensed within the discipline they are working in, e.g. LPC, Licensed School Counselor, LMFT, etc.

- Have a minimum of two years of pertinent professional experience in the counseling field (e.g. clinical mental health, school counseling, addiction counseling), post master’s degree.

- Have knowledge of the program’s expectations, requirements, and evaluation procedures for students (e.g. supervisor has copy of Supervisor Handbook).

- Have relevant training in counseling supervision. (Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g. workshop, class) in counseling supervision, that includes an understanding of 1) models and theories of counseling supervision, 2) ethical issues relevant to counseling supervision, and 3) multicultural issues relevant to counseling supervision.)

Supervisors will indicate their training and experience with counseling supervision on the Supervisor Registration Form. Those potential supervisors who do not have relevant training in counseling supervision are not excluded from participating as a supervisor; however, these potential supervisors are required to participate in a website-based training, provided free of charge by Adams State University. Note: All potential supervisors can be given access to this training by emailing the Clinical Coordinator for information; refer to the Supervisor Handbook.

Additionally, students must note the following:
• Each state has different requirements for supervisors during the practicum and internship experiences. It is the student’s responsibility to check with their state regulatory agency and/or department of education to determine if other requirements must be met.

  State Professional Counselor Licensure Boards  
  State School Counselor Certification and Licensure Agencies

  The Department of Counselor Education Clinical Coordinator will review all Site Application & Supervisor Registration Forms. You may not begin counseling at the site until the supervisor has been approved and the semester has begun.

  For those few students who need two supervisors (one to supervise the recordings and one to supervise the practicum site hours), students must attend supervision for both the recorded sessions and the site requirements. Documentation of both types of supervision is mandatory.

  Each student is expected to initiate contact with his/her supervisor. It is the student’s responsibility to ensure that he/she meets for supervision throughout the semester.

In summary, the following are the types of supervision required for the Practicum experience.

  **Recording Supervision**  
  Students will be required to attend one hour of face-to-face, clinical supervision with a supervisor who will view the recorded sessions. Students must meet with the supervisor between each session; for example, the student cannot conduct the second counseling session until his or her supervisor has reviewed the first recorded session. The Recording/Structured Practice Supervision Summary must be completed for these supervision sessions.

  **Site Supervision**  
  Students are required to meet for site supervision every week. The Site Supervision Summary must be completed for these supervision sessions.

  **ASU Supervision**  
  Additionally, group supervision is provided by an ASU faculty member. Group supervision occurs during the week/weekend classes for the Colorado Campus students and during weekly WIMBA sessions and the summer intensive for the Online Plus Students.

A. **Grading Note**

  Evaluating a student’s skill, professional, and personal development is a highly subjective process. Our forms, which are filled out by several professionals, formalize this process. We use a 3, 2, 1, 0 system, with 3 being “exceeds expectations,” 2 being “meets expectations,” 1 being “below expectations,” and 0 being “does not meet expectations/unsatisfactory.” If a student consistently receives 1’s or lower on his or her evaluations, he or she may earn a C or lower for the course. Please note that for professional practice classes, (i.e. Practicum), a C or lower is considered a failing grade.
PRACTICUM FORMS AND PROCEDURES FOR USE

Practicum Site and Supervisor Registration

- All students complete this electronic form with their site supervisor and submit to the Clinical Coordinator via email by the specified deadline for approval. If there is a change in site and/or supervisor, this form needs to be resubmitted for approval. [LINK TO FORM]

Practicum Recording/Structured Practice Supervision Summary (RSPSS)

- This form is located in LiveText, our web-based assessment management system. This form needs to be completed on LiveText between each recorded session. This form evaluates the student on the core expectations required of Practicum students (e.g. skill, professional, and personal development).

Practicum Site Supervision Summary

- This form is located in LiveText, our web-based assessment management system. This form needs to be completed on LiveText during site supervision, which occurs on a weekly basis. This form evaluates the student on the core expectations required of Practicum students (e.g. skill, professional, and personal development), CACREP standards required of Practicum students, direct hours, and other professional activities.

Practicum Final Evaluation

- This form is located in LiveText, our web-based assessment management system. This form should be completed with the site supervisor at the end of the Practicum experience. This form evaluates the student on the core expectations required of Practicum students, CACREP standards required of Practicum students, and the overall direct and other professional activity hours accrued over the semester. In the rare case that a student has two different supervisors (e.g. a recording supervisor and a site supervisor), BOTH supervisors should fill out the final evaluation to the best of their ability.

Practicum Evaluation of Supervisor

- All students are required to evaluate their supervisor. Students MAY show this form to their supervisor; however students are not required to. This electronic form must be submitted to the Clinical Coordinator via email by the end of the semester. [LINK TO FORM]

Practicum Summary

- This electronic form is completed once all course requirements have been met. This electronic form must be submitted to the Clinical Coordinator via email by the end of the semester. [LINK TO FORM]

Practicum, effective August 2012
Permission to Record

- If the practicum site has a Permission to Record Form or equivalent, please use that version. If not, this form should be signed by the client just prior to beginning the recorded sessions. Client must be made aware of the recording, how it will be used, who will see it, and what will happen to it. It is the student’s responsibility to share this information with the client and then protect that information. Note: A Spanish version of this form is available, contact the Clinical Coordinator for the document. [LINK TO FORM]

Disclosure Statement

- All clients have the right to certain information. This information is contained in the disclosure statement. If the practicum site has a Disclosure Statement Form or equivalent, please use that version. If not, this form should be reviewed with the client at the beginning of the first session with the client. Student must fill in the blanks on the disclosure statement and print two copies. One copy will be for the student’s records and one copy belongs to the client. It is important that the student ensure the client understands the information contained in the disclosure statement. Note: A Spanish version of this form is available, contact the Clinical Coordinator for the document. [LINK TO FORM]

Additionally, any paperwork with a client’s name on it should be kept confidential. Paperwork with client’s name (e.g. Permission to Record/ Disclosure Statement) should be kept on site (e.g. client’s clinical record). If the paperwork cannot be kept on site, it should be sent to the Clinical Coordinator who will shred the paperwork.
CONFIDENTIALITY & TECHNOLOGY

In regards to recorded sessions, students are responsible for maintaining the security of the recorded counseling sessions. Students must keep recordings and any client specific paperwork (i.e., case notes) in a locked cabinet. Students may not send the recordings electronically to supervisors and/or instructors.

After the sessions have been reviewed by the supervisor, students must submit the recordings to their instructor. Instructors will provide further information in class.

Instructors are responsible for the ethical disposal of the recordings (e.g. device will be reformatted by Technology Coordinator; as such, students will not receive the SD card, thumb drive, etc. back).

Students are responsible for deleting the video files from the recording device, i.e. camera, laptop.

The Department of Counselor Education ONLY accepts the following formats for recorded sessions:

1. SD Card: This is the preferred format for submitting recorded sessions. Most new digital video cameras support SD cards and will save the video file ready to play in a computer and with a SD card reader. If you do not have a video camera that is SD compatible, the following example is an inexpensive camera that will work for your recorded sessions. Additionally, many students have had success with Flip cameras (or similar).

2. Flash/ thumb drive with video file: It is acceptable to submit your recorded sessions on a thumb drive as a MKV, AVI, MP4, MOV, XVID, TS, RM, RMVB, DAT, MPG, MPEG, or VOB. These are the most common video formats. If you are processing your recorded session on your computer, save it as a file in one of the aforementioned formats. If you have a choice when saving your file, choose AVI or MP4.
HELPFUL HINTS & FAQS

- Students should consult with their advisor before completing the Site and Supervisor Registration form or enrolling for Practicum.
- Students should ensure they have met the practicum course prerequisites.
- Students should mark their calendar for the application deadline date.
- Students must complete and submit Site and Supervisor Registration form by the deadline.
- Students should retain copies of all paperwork to keep in their records.
- Plan ahead.

The following are frequently asked questions during Practicum:

1. When will I need to start looking for a Practicum site?

It is never too early to begin looking for a Practicum site! Students who wait until the month before class begins run the risk of not securing a site in time. Therefore, please do not delay in getting started. Your advisor and the Clinical Coordinator can help you with this process.

2. What if I fail to meet the application deadline for turning in the Site Application and Supervisor Registration form?

The application deadline for Practicum is of great importance. As explained in question #1, students who are not actively searching for a site well before the start of the semester run to the risk of not securing a site. If a student is not able to secure a site by the deadline, they will not be able to take the class and will have to take the class at a later semester. In most cases, this will push back the student’s graduation date by one year, at minimum.

3. How will I know if my site is approved?

The Clinical Coordinator will review all applications in the order they are received. It is imperative that all information is filled out on the application form; this ensures the Clinical Coordinator has all the information necessary to approve the site/supervisor. You will receive a notice via email (e.g. grizzly account) from the Clinical Coordinator noting if your site/supervisor have been approved. You cannot start accruing hours until a) the ASU academic semester begins (see question #7) and b) you have received the approval email.

4. I don’t know if I want to be a clinical mental health, school, or addictions counselor. Can I use Practicum to explore my options?
Yes! Students in Practicum may complete their Practicum hours at any setting regardless of the specialty program they are pursuing. However, if you know you are going into clinical mental health counseling, the faculty strongly recommends you complete your practicum hours at a clinical mental health counseling site. The same applies for addiction and school counseling specialty program students. However, this is not a requirement.

Additionally, school counseling specialty program students should use Practicum as an opportunity to explore a site placement for Internship. For example, school counseling students may want to have experience at more than one grade level (e.g. elementary vs. high school) so they can choose their major area of focus for Internship (see Internship manual for more information).

5. Can I use my current employment site as a Practicum site?

This is a common question. First, students can get paid for their practicum experience if they are fortunate enough to secure a site that provides compensation. However, not all students get paid for their professional practice experience. That being said, many students are currently employed in the clinical mental health/ school counseling field. These students CAN use their current employment setting as their Practicum site.

However, a few items need to be taken into consideration:

1. Students should look at the professional practice experience as an opportunity to further develop and enhance their counseling skills. Students employed at sites longer than six months and/or doing professional work other than counseling (e.g. case management, case work, school aide) are required to seek out new opportunities at their employment site in consultation with their site supervisor. Students will be asked to list these additional duties on the Site Application and Supervisor Registration form.

2. Having the same person serve as your site supervisor and your employment supervisor may be a potential and problematic dual relationship. Students should strongly consider finding a different person to supervise their practicum experience and at times, this may be required.

3. CACREP, our accrediting organization, has specific requirements for the professional practice experiences. Students should look closely at the CACREP standards required for Practicum and ensure that their current employment/practicum site will be able to fulfill these requirements.

6. Will I need to complete recordings for Practicum?

Yes, all practicum students are required to record sessions of clients/students. It is the individual instructor’s decision to determine the number of sessions to be recorded. These sessions will be reviewed in class and/or summer intensives for group supervision.
7. **When can I begin collecting hours?**

Students can begin collecting hours once the official ASU semester begins (refer to [Academic Calendar](#) for specific dates), although the first face-to-face class or WIMBA supervision may differ. We do not allow students to begin collecting hours before the first day of the ASU semester.

8. **What is the purpose of the weekly/monthly/WIMBA class?**

The face-to-face class times and/or WIMBA class serves as group supervision. Students should be prepared to discuss their professional practice experiences during these sessions. Additionally, class time and/or WIMBA supervision include important instruction such as suicide assessment, working with special populations, etc. According to CACREP, students must receive an equivalent of “1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or student supervisor.”

9. **Who performs the biweekly consultation with my site supervisor?**

For Practicum, the Clinical Coordinator (in consultation with the faculty instructor) will be in contact with each site supervisor on a biweekly basis. This contact is to help build relationships with sites and supervisors, to field questions the supervisor may have, and to check in on the student’s progress at his/her site. The Clinical Coordinator will initiate this contact with the site supervisor.

10. **What if I don’t finish my Practicum hours? Can I get an incomplete?**

Incompletes are at the instructors’ discretion and are only awarded in extenuating circumstances. However, we want our students to complete their hours and understand that sometimes circumstances do not allow for completion in the allotted time. If a student does not feel he or she can complete the practicum hours by the end of the semester, he/she needs to contact the instructor as soon as possible and work out arrangements. The instructor will request the student develop a plan for completing the hours in a timely fashion and will make arrangements for the student to continue with ASU supervision.

11. **What else may be expected of me as a Practicum student?**

Students are expected to behave professionally at their site at all times. This includes, but is not limited to the following: ensuring they are dressed appropriately for their site, maintaining their anticipated work schedule at their site, communicating to their site supervisor if they need to miss a day at their site, and for making arrangements to transition their clients/students to another counselor at the end of the Practicum experience.

12. **I want to remain stay at my site past the Practicum experience. What do I need to know?**

Students may want to remain at their site after Practicum is completed. If you choose to do so, you need to be aware that your student liability insurance does NOT cover your work during this
time. Liability insurance coverage is only active when the student is enrolled in a professional practice course AND is actively documenting their experiences for the purpose of the course. Additionally, Colorado students will want to ensure they are listed as a Registered Psychotherapist through the Department of Regulatory Agency if they are providing counseling services that is not part of their academic training.

13. I finished my Practicum hours before the end of the semester. Do I still have to remain at my site?

CACREP requires a minimum of 10 weeks of service at a site and the Department of Counselor Education encourages students to remain at their site throughout the Practicum course. Students are therefore responsible for maintaining ASU documentation while they are at their Practicum site.
Steps in Process:

All Students

1. Locate site and supervisor to complete Practicum requirements
2. Complete and email the Practicum Site and Supervisor Registration form to Clinical Coordinator by deadline
3. Enroll in Practicum
4. If applicable, renew student liability insurance coverage and provide Clinical Coordinator with renewal information
5. Accrue 100 hours at site (40 hours must be direct service)
6. Obtain weekly supervision at site and document weekly supervision on LiveText
7. Conduct counseling sessions, meet with recording supervisor as required, and complete Recording/Structured Practice Supervision Summaries with designated supervisor on LiveText.
8. Complete Practicum Final Evaluation with supervisor(s) on LiveText
9. Ensure client paperwork is kept on site or mail this paperwork to the Clinical Coordinator for disposal
10. Give instructors the recorded sessions for disposal and ensure that the video file is deleted from your recording device (Online Plus students should bring recorded sessions to summer intensive)
11. Complete and email the Evaluation of Supervisor form to the Clinical Coordinator by the end of the semester
12. Complete and email the Practicum Summary form to the Clinical Coordinator by the end of the semester
IMPORTANT LINKS

Department of Counselor Education
For general department information

The Graduate School
For application, admission, financial aid, and graduation questions

Department of Regulatory Agencies-Colorado
To learn about the regulations governing mental health practice in the state of Colorado and to learn about licensure requirements as a Licensed Professional Counselor in Colorado & Licensed Addiction Counselor.

Colorado Department of Education
To learn about professional school counseling licensure in Colorado

State Professional Counselor Licensure Boards
To learn about licensure requirements as a Licensed Professional Counselor (or equivalent) across the United States

State School Counselor Certification and Licensure Agencies
To learn about certification and/or licensure requirements as a professional school counselor (or equivalent) across the United States

American Counseling Association
Professional association and student liability insurance coverage with membership

American School Counseling Association
Professional association and student liability insurance coverage with membership

American Mental Health Counselors Association
Professional association and student liability insurance coverage with membership

International Association of Addictions & Offender Counselors
Professional association

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Counselor Education accrediting organization