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INTRODUCTION

Welcome to Adams State University’s Department of Counselor Education! In this handbook, you will find (a) a general overview of the professional practice experiences required of our students and (b) helpful information on the supervision process.

Your contribution to the skill, professional, and personal development of counselors-in-training is invaluable. We want to begin this handbook with a sincere thank you for dedication to the helping profession and to our students. You have great expertise and experience and you have agreed to share this knowledge with emerging professionals.

Additionally, providing supervision requires patience, time, and energy! We recognize the investment this experience requires of you and would like to offer our assistance every step of the way.

Department of Counselor Education Faculty
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DEFINITIONS

The following are terms used throughout the professional practice manuals. This is not an exhaustive list and many of the definitions are taken directly from the CACREP 2009 Standards.

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<tr>
<th>TERM</th>
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<tr>
<td>Colorado Campus On-Campus</td>
<td>Students enrolled full or part time on the Alamosa campus</td>
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<tr>
<td>Colorado Campus Off-Campus</td>
<td>Students enrolled part time at sites in Grand Junction, Pueblo, or sites not yet determined</td>
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<tr>
<td>Online Plus</td>
<td>Students enrolled in the Online Plus program who attend two weeklong summer intensives on the Alamosa campus</td>
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<tr>
<td>Pre-Practicum</td>
<td>First professional practice course that acquaints students with the counseling experience, focusing on the personal qualities needed to develop an authentic and effective counseling relationship</td>
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<td>Practicum</td>
<td>Second professional practice course that allows students to continue practicing foundational counseling skills and behaviors learned in Pre-Practicum, while integrating more advanced skills through coursework, supervised recorded sessions, and 100 hours of direct service at a Practicum site of choice</td>
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<tr>
<td>Internship</td>
<td>Capstone professional practice course intended to reflect the comprehensive work experience of a clinical mental health or professional school counselor and to further develop students’ skills and knowledge of counseling settings</td>
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<tr>
<td>Professional Practice Manuals</td>
<td>Series of manuals that review the expectations and guidelines for Pre-Practicum, Practicum, and Internship</td>
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<tr>
<td>Student Handbook</td>
<td>Department handbook to guide students in understanding the program, the degrees offered, policies and procedures, and student rights and responsibilities</td>
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<tr>
<td>Supervisor Handbook</td>
<td>Resource and guide for Site Supervisors, reviewing guidelines for Practicum, Internship, and site supervision</td>
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<tr>
<td>Clinical Coordinator</td>
<td>Administrative staff member at ASU who coordinates the professional practice experiences of students and serves as the point of contact between faculty and Site Supervisors</td>
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<tr>
<td>Biweekly Consultation</td>
<td>Communication regarding the student’s progress between the Site Supervisor and the Clinical Coordinator that occurs at least every other week throughout the student’s Practicum experience</td>
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<td>LiveText</td>
<td>Web-based assessment management system designed to collect individual and group data for programmatic evaluation</td>
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<tr>
<td>Collaborate</td>
<td>Live-classroom platform through Blackboard; used for group supervision in Practicum and Internship</td>
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<tr>
<td>MediaSpace</td>
<td>Secure server that stores recorded counseling sessions completed by Pre-Practicum and Practicum students or students enrolled in other Counselor Education courses</td>
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<td>Candidacy Interview</td>
<td>Interview occurring at the end of the Pre-Practicum experience in which the student and faculty discuss the student’s progress in skill,</td>
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<tr>
<td><strong>Student Liability Insurance</strong></td>
<td>Malpractice insurance provides liability coverage, legal defense, and investigative costs to students who are currently providing counseling services as a component of Practicum and Internship; this is a benefit of membership to selected professional counseling organizations</td>
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<tr>
<td><strong>Licensure</strong></td>
<td>The process by which a state agency grants permission to a person to engage in a given profession and to use the designated title of that profession, after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected</td>
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<td><strong>Site Supervision</strong></td>
<td>A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum and Internship, facilitates the associated learning and skill development experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/students</td>
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<td><strong>Recording Supervision</strong></td>
<td>A type of supervision in which the focus of the session is on a recorded counseling session</td>
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<td><strong>Live Supervision</strong></td>
<td>A type of supervision in which the supervisor is directly observing the supervisee in action (e.g. in the same room or behind a one way mirror, etc.)</td>
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<td><strong>Triadic Supervision</strong></td>
<td>A tutorial and mentoring relationship between a supervisor and two supervisees</td>
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<td><strong>Direct Service</strong></td>
<td>Interaction with clients/students that includes the application of counseling, consultation, or human development skills; generally, the term refers to time spent by Practicum or Internship students working directly with clients/students</td>
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<td><strong>Other Professional Activities</strong></td>
<td>For Practicum and Internship, these are the professional activities completed in addition to the direct service hours (e.g. record keeping, supervision)</td>
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<tr>
<td><strong>Supervisor Training</strong></td>
<td>Training in counseling supervision for Site Supervisors, including an understanding of models and theories of counseling supervision, ethical issues relevant to counseling supervision, and multicultural issues relevant to counseling supervision</td>
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GENERAL INFORMATION FOR SUPERVISORS

A. About Us

The Department of Counselor Education at Adams State University (ASU; formerly Adams State College) began in 1964. We currently offer a master’s degree in Counseling with specialty programs in Clinical Mental Health Counseling and School Counseling. The clinical mental health and school counseling programs have been accredited by The Council for Accreditation of Counseling and Related Educational Programs Council (CACREP) since 1995. The Department of Counselor Education offers a full time program on the Alamosa campus and part time programs in Grand Junction and Pueblo. We offer the same curriculum in our Online Plus program.

The Clinical Mental Health Counseling program prepares counselors to serve in a variety of clinical settings such as mental health or social service agencies. Upon completion of the program, graduates meet the academic requirements to take the NCE (National Counselor Exam) and to be LPC license eligible in the state of Colorado. The School Counseling program prepares our students to address student academic, personal/social, and career development needs. Upon completion of the program and having obtained a passing score on the PLACE exam, graduates can be licensed as a school counselor (K-12) in the state of Colorado.

B. Student Preparation

All students follow a prescribed course of study that meets standards outlined by the Council for Accreditation in Counseling and Related Programs (CACREP). Certain courses, or prerequisites, are required for students to enroll in the professional practice courses. Students at the Pre-Practicum level are required to complete Philosophy and Theories of Counseling either before or during the Pre-Practicum experience. Similarly, students at the Practicum level are required to complete Ethics and Professional Issues either before or during the Practicum experience. Our introductory courses to Clinical Mental Health and School Counseling are required before a student begins his/her Internship experience (or concurrent). Clinical Mental Health Counseling students usually take the Diagnosis and Psychopathology class during the Internship experience.

B. General Expectations of Students

Students are expected to demonstrate professionalism at all times. This includes the supervision experience! We encourage students to initiate contact with their supervisors regarding scheduling supervision sessions. We also expect students to arrive prepared for all supervision sessions. Finally, students are expected to be open and receptive to supervisor feedback and to incorporate this feedback in subsequent sessions.

All students carry professional liability insurance coverage, provided through American Counseling Association, American Mental Health Counselors Association, and/or American School Counselors Association. The Department of Counselor Education faculty and staff ensure
that all students have current student coverage during their Pre-practicum, Practicum and Internship experiences.

C. Sequence for Professional Practice Courses

Students will need site supervision during their program of study at ASU, beginning with Practicum. During this course, students will need site supervision for a minimum of 100 hours of service at the designated site, including a minimum of 40 hours of direct service with clients/students. In addition, students are required to digitally record sessions with a client/student and have these sessions reviewed by a supervisor. Finally, students complete two semesters of Internship. This is considered the culminating professional practice experience; students will need supervision for a minimum of 600 hours of service at the designated site, including a minimum of 240 hours direct service with clients/students.

More information about these courses can be found in later sections of this handbook.

D. Supervisor Qualifications

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, LMFT, LCSW, LAC, Licensed Psychologist, State licensed/certified School Counselor.

- 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 this 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 (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.]

  a. Supervisors will indicate their training and experience with counseling supervision on the respective Site and Supervisor Registration form.

  b. 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.
c. All potential supervisors can be given access to this training by emailing the Clinical Coordinator for information.

d. If you have any questions about these qualifications, please contact the Clinical Coordinator. These minimum qualifications are determined by CACREP, our accrediting organization. Students are responsible for ensuring their supervisors meet the licensing requirements in their state.

e. Students may not begin accruing hours for Practicum or Internship until we have evidence that Site Supervisors have completed training in clinical supervision.

E. LiveText

In order to meet CACREP standard 1.P, “The program faculty conducts a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development”, we developed a long-term plan to collect data on student and program performance. To help us with this data collection, we use a web-based program called LiveText. This is a data management program that allows the Department to collect individual and group data throughout a student’s course of study in our program.

Currently, we use LiveText in our professional practice courses. All supervision paperwork (e.g. Site Supervision Evaluation, Final Evaluation) are completed and submitted electronically through LiveText. **Students and supervisors will need to complete these documents together as the student has to be logged into a computer in order to access his/ her LiveText account.** The Clinical Coordinator and/ or instructors will be in contact with you by phone or email to ensure that this procedure is being completed with integrity (e.g. students are completing the forms with your input).

F. Confidentiality and Technology Information

Students are required to digitally record counseling sessions during Practicum. The Department of Counselor Education uses a secure, password protected server to store all student recordings for later viewing by Site Supervisors and designated faculty members. This server is called MediaSpace. This is the only accepted format for recorded sessions. This system uses HTTP/SSL (hypertext transfer protocol secure/ secure sockets layer) to protect all traffic in transport. MediaSpace also uses DRM (Digital Rights Management) which provides on-disk encryption of media assets, policies and access rules, and licensed protected playback.

Students have two options for recording with MediaSpace. Students can record directly into the MediaSpace system or they can record their counseling sessions with their recording device (e.g. computer or video camera) and then upload the recordings to the MediaSpace server. Supervisors can view the counseling sessions with the students by accessing the recorded session through the secure, password protected server after the student logs into their account. The Practicum instructor can also access the recordings by logging into MediaSpace, using their own account login and password.
Students must maintain the security of these recorded sessions. For example, recorded sessions should not be viewed in settings where others can see or hear the session. Students may not send the recordings electronically to supervisors and/or instructors. Once the recording is successfully uploaded into MediaSpace, students must delete the original file from their recording device.

Upon successful completion of the course requirements for Practicum, all recordings will be deleted from MediaSpace. The administrator for the Department of Counselor Education’s MediaSpace site is a full-time faculty member in the department. Only the Department of Counselor Education MediaSpace administrator, the student, and the Practicum instructor has access to the recordings.
ETHICAL GUIDELINES FOR SUPERVISORS

Students and supervisors are held to the American Counseling Code of Ethics and Standards of Practice and when applicable, the American School Counseling Association Ethical Standards for School Counselors.

2014 ACA Code of Ethics
ASCA Ethical Standards for School Counselors

Specific standards related to Section F (Supervision, Training, and Teaching) are included below for your convenience:

Introduction
Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare
F.1.a. Client Welfare
A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that supervisees communicate their clients.

F.1.c. Informed Consent and Client Rights
Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence
F.2.a. Supervisor Preparation
Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.2.b. Multicultural Issues/Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.2.c. Online Supervision
When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship
F.3.a. Extending Conventional Supervisory Relationships
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members
Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities
F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve
differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

**F.5. Student and Supervisee Responsibilities**

**F.5.a. Ethical Responsibilities**
Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

**F.5.b. Impairment**
Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

**F.5.c. Professional Disclosure**
Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

**F.6. Counseling Supervision Evaluation, Remediation, and Endorsement**

**F.6.a. Evaluation**
Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

**F.6.b. Gatekeeping and Remediation**
Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

**F.6.c. Counseling for Supervisees**
If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.
F.6.d. Endorsements
Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators
F.7.a. Counselor Educators
Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence
Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity
Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.7.d. Integration of Study and Practice
In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics
Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples
The use of client, student, or supervisee information for the purposes of case examples in a lecturer classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

F.7.g. Student-to-Student Supervision and Instruction
When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised.
when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

**F.7.h. Innovative Theories and Techniques**
Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

**F.7.i. Field Placements**
Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

**F.8. Student Welfare**
**F.8.a. Program Information and Orientation**
Counselor educators recognize that program orientation is a developmental process that begins upon students’ initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program’s expectations, including
1. the values and ethical principles of the profession;
2. the type and level of skill and knowledge acquisition required for successful completion of the training;
3. technology requirements;
4. program training goals, objectives, and mission, and subject matter to be covered;
5. bases for evaluation;
6. training components that encourage self-growth or self-disclosure as part of the training process;
7. the type of supervision settings and requirements of the sites for required clinical field experiences;
8. student and supervisor evaluation and dismissal policies and procedures; and
9. up-to-date employment prospects for graduates.

**F.8.b. Student Career Advising**
Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

**F.8.c. Self-Growth Experiences**
Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.
F.8.d. Addressing Personal Concerns
Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation
F.9.a. Evaluation of Students
Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations
Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:
1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students
If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships Between Counselor Educators and Students
F.10.a. Sexual or Romantic Relationships
Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships
Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades.
assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisor placement.

**F.10.e. Counseling Services**
Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

**F.10.f. Extending Educator–Student Boundaries**
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

**F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs**

**F.11.a. Faculty Diversity**
Counselor educators are committed to recruiting and retaining a diverse faculty.

**F.11.b. Student Diversity**
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

**F.11.c. Multicultural/Diversity Competence**
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.
PRACTICUM

Practicum is the second of the four experientially based courses that focus on skill, professional, and personal development. 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 an approved 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 an approved Practicum site and receive Site Supervision. Students will be evaluated throughout the semester by their supervisor(s) and instructor.

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.

A. CACREP Standards for Practicum

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

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 live classroom Practicum instructor, e.g. Collaborate class)
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.
Specific CACREP Standards met for this course include, but are not limited to:

- **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.

### B. Expectations of Practicum Students

#### 1. 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, as well as more advanced skills.

In addition, students will perform professional duties at their 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.

<table>
<thead>
<tr>
<th>Foundational Skill</th>
<th>Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal</td>
<td>Use of eye contact, gestures, and facial expressions</td>
<td>Direct eye contact with breaks for client comfort, keeping different cultural backgrounds in mind; use of facial expressions to indicate understanding</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Use of body position</td>
<td>Posture of involvement or shifting towards client to convey interest</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Use of voice</td>
<td>Attentive silence, matching the client’s tone, indicating warmth and acceptance</td>
</tr>
<tr>
<td>Opening</td>
<td>Minimal encouragers</td>
<td>Brief supportive statements such as “uh huh”, “okay”, “I see” as appropriate</td>
</tr>
<tr>
<td>Opening</td>
<td>Door openers</td>
<td>A non-coercive invitation to talk such as “tell me more about that” or “say more about that”</td>
</tr>
<tr>
<td>Opening</td>
<td>Open questions</td>
<td>Do not request specific information but invite client to speak, allowing more freedom of expression than closed questions</td>
</tr>
<tr>
<td>Opening</td>
<td>Closed questions</td>
<td>Ask for specific information and require a</td>
</tr>
<tr>
<td>Advanced Skill</td>
<td>Name</td>
<td>Examples</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advanced</td>
<td>Reflecting meaning</td>
<td>Identify and respond to the meanings behind a client’s story; restate the personal impact and significance of the event being described</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Giving feedback</td>
<td>Supplying information to a client about what the counselor sees, feels, or suspects about the client; should be constructive and specific</td>
</tr>
<tr>
<td>Challenging</td>
<td>Confrontation</td>
<td>Interventions that point out discrepancies in client beliefs, behaviors, words, and nonverbal messages</td>
</tr>
<tr>
<td>Challenging</td>
<td>Focusing on the client</td>
<td>Keeping the focus on the client rather than others; asking the client to take responsibility and ownership</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Setting goals</td>
<td>Working with the client to create specific, positive, simple, realistic, and relevant goals for sessions</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Giving information</td>
<td>Supplying data or facts to help client reach his or her goals; providing accurate information about certain topics (i.e., drugs, parenting, etc.)</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Reframing</td>
<td>Helping the client recognize there are several ways to frame a problem or that it can be seen in many different lights</td>
</tr>
<tr>
<td>Change Techniques</td>
<td>Brainstorming</td>
<td>Identifying and challenging assumptions about the problem; generating ideas; evaluating potential solutions</td>
</tr>
</tbody>
</table>
2. 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, possess self-management skills (being on time, prepared for class, completing paperwork, etc.), and have high quality oral and written communication skills.

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).

3. 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 Student 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.
C. The Practicum Experience

1. Site Work

The Practicum experience is designed to introduce students to clinical mental health and school counseling settings. Students should select a site that will allow them to practice foundational and advanced counseling skills. In addition, students can spend some of their time shadowing professionals in their respective settings. As students progress through the Practicum experience, they should 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 are required to spend a minimum of 100 hours of supervised experience at an approved site. At least 40 of the 100 hours must be in direct service with clients/students at the site.

The following tables provides examples of direct and other professional activities for the two specialty programs. Direct hours are time spent with clients/ students that contributes to the development of counseling skills. Please note that other professional activities (also known as “indirect” hours) are activities that contribute to the care of the client/ student, utilizing the specialized skill set as a counselor.

Clinical Mental Health Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities or “Indirect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group counseling sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Conducting intake interviews and discharge planning</td>
<td>Attending staff meetings, site trainings, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant others</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Delivering prevention services to clients, families, and/or the community</td>
<td>Professional development (off site; not to exceed 5 hours)</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, couple or group counseling sessions</td>
<td>Making referrals, developing resource lists for client</td>
</tr>
<tr>
<td>-</td>
<td>Attending weekly supervision at Practicum site and completing ASU group supervision (e.g. face-to-face classes and/ or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
</tbody>
</table>
School Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities or “Indirect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, family, or group sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Delivering school guidance curriculum</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Individual student planning</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with student or non-professional significant others; consultation with parent/guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, group sessions</td>
<td>Attending weekly supervision at Practicum site and completing ASU group supervision (e.g. face-to-face classes and/ or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
<tr>
<td>Contributing to student meetings with student and/or parent/guardian present</td>
<td>Professional development (off site; not to exceed 5 hours)</td>
</tr>
<tr>
<td>Consulting and collaborating on behalf of the student/ parent/guardian with teachers, staff, etc.</td>
<td>Making referrals, developing resource lists for student/ parent/ guardian</td>
</tr>
<tr>
<td>-</td>
<td>System support, e.g. Response to Intervention preparation</td>
</tr>
<tr>
<td>-</td>
<td>Participating in fair share duties, e.g. recess duty</td>
</tr>
</tbody>
</table>

2. Site Supervision

Students are required to meet for site supervision **every week** they work at their site, for an average of 1-hour. It does not matter if the hours are in direct service. The Practicum Site Supervision Evaluation must be completed weekly on LiveText for these supervision sessions. A Final Evaluation is also required at the end of the Practicum experience. If the Site Supervisor is unable to meet due to personal or professional reasons, he or she must work with the student to arrange for additional supervision the following week and/or to work with another supervisor for the week.

3. Recorded Sessions

Students need to 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. Students are expected to develop a counseling relationship with the client.
All students will be expected to record clients at the practicum site. In the rare circumstance that this is not allowed, students will secure a volunteer client after consulting with the Practicum instructor and Site Supervisor. 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 or rented office space, 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. 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). Students are required to use our Consent Form for these sessions in addition to any paperwork that is required by the site.

4. Recording Supervision

Students will be required to attend one hour of face-to-face, counseling 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 Practicum Recording Supervision Evaluation must be completed on LiveText for these supervision sessions.

5. ASU Supervision

Additionally, all students receive the equivalent of one and a half (1.5) hours per week of group supervision at ASU.

6. Biweekly Consultation

The Site Supervisor is expected to consult with the Clinical Coordinator on a biweekly basis or more often, as needed. This consultation consists of phone calls and emails initiated by the Clinical Coordinator. The purpose of the biweekly contact is as follows:

1. To ensure ongoing communication with the site
2. To help build relationships with sites and supervisors
3. To field questions the supervisor may have
4. To check in on the student’s progress at his/her site
5. To offer additional support to the Site Supervisor.
PRACTICUM RESPONSIBILITIES FOR UNIVERSITY, SITE AND STUDENT

The University Agrees:

- to assign a Faculty Instructor to facilitate communication between the University and the Site;
- to provide students who are not receiving payment of any form with coverage under the Colorado Workers’ Compensation Act [more information can be provided on section 8-40-302, sub-section (7)(a), and (b)];
- to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
- to provide training in supervision as required by accreditation standards;
- that the Faculty Instructor shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur;
- that the Faculty Instructor is responsible for the assignment of the Practicum grade with consideration of feedback provided by the Site Supervisor; and
- that the University will maintain the security of the recorded sessions after the sessions are uploaded into MediaSpace and will delete the sessions once the student successfully completes Practicum.

The Practicum Site Agrees:

- to assign a Site Supervisor who has the time and interest for training a student as well as the appropriate credentials for the work setting (Site Supervisors must be certified/licensed in their state);
- to assign a Site Supervisor who has appropriate training in supervision before the Practicum experience begins (Site supervisors can access a free training on supervision through ASU);
- to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student’s performance;
- to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
- to provide the opportunity for the student to digitally record counseling sessions (not necessarily the equipment necessary for recording) and to supervise these sessions. If digital recording cannot be done on site, the Site Supervisor agrees to supervise sessions completed off site as arranged by student and Faculty Instructor (check here if you will not agree to supervise the recorded sessions ___);
- to provide the opportunity for live supervision of the student’s interactions with clients/students;
- to participate in biweekly consultation with the Clinical Coordinator (in consultation with the Faculty Instructor) via email or telephone as initiated by the Clinical Coordinator;
- to alert the Clinical Coordinator or Practicum instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
• to provide an average of 1-hour of individual or triadic supervision per week and to document these supervision sessions on a weekly basis utilizing LiveText, a web-based assessment management program;
• to assume legal responsibility for the welfare of clients/students seen by the supervisee as part of the Practicum experience; and
• to provide timely evaluation of student performance and completing all required documentation.

The Practicum Student Agrees:

• to read and understand the ACA Code of Ethics and/or ASCA’s Ethical Standards for School Counselors and practice in accordance to these standards;
• to keep Faculty Instructor and Site Supervisor informed regarding Practicum experiences;
• to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
• to digitally record a minimum number of counseling sessions (number determined by instructor, typically 4-6) at site and have these sessions supervised by Site Supervisor (or ASC faculty supervisor for On-campus students);
• to view the digital recordings before supervision as well as develop goals for supervision to maximize the supervision session;
• to receive supervision on each recorded session before the next recorded session occurs;
• to maintain the security of their recorded sessions. Recorded sessions are never to be sent to anyone electronically nor viewed in settings where others can see or hear the session. After the sessions are uploaded into MediaSpace, the student must delete the recorded session from the recording device;
• to make arrangements with Faculty Instructor and Site Supervisor if digital recordings cannot be completed at site, including supervision of the recorded sessions;
• to engage in individual or triadic supervision with Site Supervisor a minimum of one hour per week and to document these supervision sessions on a weekly basis utilizing LiveText;
• to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors’ expectations;
• to develop a work schedule with Site Supervisor that will be most conducive to student learning;
• to maintain their commitment to the site throughout the academic semester;
• to complete any documentation as required by Site and University;
• to maintain student liability insurance coverage throughout Practicum;
• to comply with any other requests of the Site, such as completing HIPAA training, background checks, or drug testing; and
• to contact and consult with the Site Supervisor in case of emergency.
**INTERNSHIP**

Internship I and II are the final experientially based courses that focus on skill, professional, and personal development. The purpose of the Internship course is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate Internship site. Students will integrate all skills learned in the Pre-Practicum and Practicum courses. Under the direction of a qualified supervisor, each student will carry out the counseling and professional duties appropriate to the site. The student will meet face-to-face with the Site Supervisor on a weekly basis to review skill, professional, and personal growth. Students are required to complete a minimum of 600 hours at an Internship site, of which 240 must be in direct service with clients/students, over the course of Internship I and Internship II. Students will be evaluated throughout the semester by their supervisor(s) and instructor.

As in the previous experientially based courses, Internship focuses on the self-awareness and skills needed to develop a 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.

**A. CACREP Standards for Internship**

The Council for Counseling and Related Education Programs (CACREP) is our accrediting organization. In order to (a) maintain CACREP accreditation and (b) follow a best practice model, the Department of Counselor Education developed the Internship courses around the 2009 CACREP standards. CACREP defines Internship as a post-Practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The Department of Counselor Education requires completion of a supervised Internship in the student’s designated program area of 600 clock hours, begun after successful completion of the Practicum. The Internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, **including** experience leading groups.
2. **Weekly interaction that averages one hour per week** of individual and/or triadic supervision throughout the Internship, usually performed by the Site Supervisor. *(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 provided on a regular schedule throughout the Internship and performed by a program faculty member *(Note to ASU students: this supervision is provided by the face-to-face Internship instructor and/or the live classroom instructor, e.g. Collaborate class).*
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship by a program faculty member in consultation with the Site Supervisor.

CACREP Standards met for this course fall into the following domains. Sample standards are also included, but these are subject to change. In addition, several standards might be evaluated by each domain.

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Domain</th>
<th>Sample Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</td>
</tr>
<tr>
<td><strong>Counseling, Prevention and Intervention</strong></td>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy</strong></td>
<td>Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Demonstrates skill in conducting an intake interview, mental status examination, a biopsychosocial history, mental health history, and a psychological assessment for treatment planning and caseload management</td>
</tr>
<tr>
<td><strong>Research and Evaluation</strong></td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentations of clients with mental and emotional impairments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counseling Domain</th>
<th>Sample Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in School Counseling</td>
</tr>
<tr>
<td><strong>Counseling, Prevention and Intervention</strong></td>
<td>Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students</td>
</tr>
<tr>
<td>Diversity and Advocacy</td>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment</td>
<td>Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Analyzes and uses data to enhance school counseling programs</td>
</tr>
<tr>
<td>Academic Development</td>
<td>Conducts programs designed to enhance student academic development</td>
</tr>
<tr>
<td>Collaboration and Consultation</td>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development</td>
</tr>
<tr>
<td>Leadership</td>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive school counseling program</td>
</tr>
</tbody>
</table>

B. **Expectations of Internship Students**

1. **Skill Development**

Internship reflects the comprehensive work experience of a professional counselor. As such, students will engage in various duties appropriate to their site and program area. 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.

2. **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, possess self-management skills (being on time, prepared for class, completing paperwork, etc.), and have high quality oral and written communication skills.

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- 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).

3. 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 Student 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.

C. The Internship Experience

1. Site Work

The Internship experience is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area and to further develop students’ skills and knowledge of clinical mental health counseling and school counseling settings. Students will assume more responsibilities and independent work than completed in Practicum. It is up to the student to discuss their needs with their Site Supervisor to gain the most from the Internship experience.

For Internship I & II, students are required to spend a minimum of 600 hours of supervised experience at a site in the student’s designated program area (e.g. school counseling). Of the entire 600 clock hours, a minimum of 240 hours must be in direct service with clients/students at the site. In addition, a minimum of 10 hours must be spent conducting group work and a minimum of 40 hours must be spent conducting individual counseling. School counseling students are required to split the Internship experience across a minimum of two school levels (e.g. high school and elementary school). Students complete 400 hours at a major level and 200 at a minor level.
Students should aim to complete 300 hours each semester; however, this is not required.

The following tables provide examples of direct and other professional activities for the two specialty programs. Direct hours are time spent with clients/ students that contributes to the development of counseling skills. Please note that other professional activities (also known as “indirect” hours) are activities that contribute to the care of the client/ student, utilizing the specialized skill set as a counselor.

Clinical Mental Health Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities or “Indirect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couple, family, or group counseling sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Conducting intake interviews and discharge planning</td>
<td>Attending staff meetings, site trainings, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant others</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>Delivering prevention services to clients, families, and/or the community</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
<tr>
<td>Co-leading/ facilitating individual, family, couple or group counseling sessions</td>
<td>Making referrals, developing resource lists for client</td>
</tr>
<tr>
<td>-</td>
<td>Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
</tbody>
</table>

School Counseling, examples include, but are not limited to:

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities or “Indirect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, family, or group sessions</td>
<td>Completing paperwork, documentation</td>
</tr>
<tr>
<td>Delivering school guidance curriculum</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Individual student planning</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with student or non-professional significant others; consultation with parent/guardian</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
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</tr>
<tr>
<td>Co-leading/ facilitating individual, family, group sessions</td>
<td>Attending weekly supervision at Internship site and completing ASU group supervision (e.g. face-to-face classes and/or live classroom supervision), including preparation (e.g. reviewing recorded sessions)</td>
</tr>
<tr>
<td>Contributing to student meetings with student and/or parent/guardian present</td>
<td>Professional development (off site; not to exceed 20 hours)</td>
</tr>
<tr>
<td>Consulting and collaborating on behalf of the student/parent/guardian with teachers, staff, etc.</td>
<td>Making referrals, developing resource lists for student/parent/guardian</td>
</tr>
<tr>
<td>-</td>
<td>System support, e.g. Response to Intervention preparation</td>
</tr>
<tr>
<td>-</td>
<td>Participating in fair share duties, e.g. recess duty</td>
</tr>
</tbody>
</table>

2. Site Supervision

Students are required to meet for site supervision **every week** they work at their site, for an average of 1-hour. It does not matter if the hours are in direct service. The Internship Site Supervision Evaluation must be completed weekly on LiveText for these supervision sessions. A Final Evaluation is also required at the end of the Internship I and II experience. If the Site Supervisor is unable to meet due to personal or professional reasons, he or she must work with the student to arrange for additional supervision the following week and/or to work with another supervisor for the week.

3. ASU Supervision

Additionally, all students receive the of one and a half (1.5) hours per week of group supervision at ASU.

4. Site Visits

The Internship I or II faculty instructor (or designee) may be in contact with Site Supervisors to schedule a site visit (face-to-face preferred, when possible) to discuss the student’s strengths and areas for growth. The Internship instructor will initiate this contact. Supervisors are also encouraged to contact the ASU faculty and staff at any time if there is a concern or question.
5. Internship I Live/ Recording Supervision Evaluation
To meet CACREP standard 3.G.5 (students should have the opportunity to receive feedback from the supervisor on his/ her skill when interacting with clients/ students), students are required to have their Site Supervisors observe them in action, either via audio/ video recording and/ or via live supervision (e.g. watching live). Site Supervisors must observe the student a minimum of two times over the academic semester. Utilizing an electronic document, Site Supervisors provide the date, type of session, observed strengths, areas for growth, and openness to the feedback provided. Please note: No identifying client/student information should be included within this letter. Sessions (recorded or live) should run at a length appropriate for the site (e.g. 50 minutes for a clinical mental health setting or 20-30 minutes for a school setting). A copy of this document can be accessed on the Counselor Education website. Students will submit this document on LiveText by the end of Internship I.
INTERNERSHIP RESPONSIBILITIES FOR UNIVERSITY, SITE AND STUDENT

The University Agrees:

- to assign a Faculty Instructor to facilitate communication between the University and the Site;
- to provide students who are not receiving payment of any form with coverage under the Colorado Workers’ Compensation Act [more information can be provided on section 8-40-302, sub-section (7)(a), and (b)];
- to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
- to provide training in supervision as required by accreditation standards;
- that the Faculty Instructor shall be available for consultation with both Site Supervisor and student and shall be immediately contacted should any problem or change in relation to the student, Site, or University occur; and
- that the Faculty Instructor is responsible for the assignment of the Internship grade with consideration of feedback provided by the Site Supervisor.

The Internship Site Agrees:

- to assign a Site Supervisor who has the time and interest for training a student as well as the appropriate credentials for the work setting (Site Supervisors must be certified/licensed in their state);
- to assign a Site Supervisor who has appropriate training in supervision before the Internship experience begins (Site Supervisors can access a free training on supervision through ASU);
- to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student’s performance;
- to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
- to provide the opportunity for audio/video recordings for use in supervision or to provide live supervision of the student’s interactions with clients/students;
- to evaluate the student’s strengths, areas for growth, and openness to feedback through observation of audio/video recordings and/or live supervision;
- to alert the Clinical Coordinator or Internship instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to participate in a site visit, when requested, with the Internship I and/or Internship II instructor (or designee) to discuss the student’s areas of growth via email or face-to-face as initiated by the instructor;
- to alert the Clinical Coordinator or Practicum instructor of unsatisfactory performance or misconduct of student and provide documentation of any concern;
- to provide an average of 1-hour of individual or triadic supervision per week and to document these supervision sessions on a weekly basis utilizing LiveText, a web-based assessment management program;
- to assume legal responsibility for the welfare of clients/students seen by the supervisee as part of the Practicum experience; and
- to provide timely evaluation of student performance and completing all required paperwork.
The Internship Student Agrees:

- to read and understand the ACA Code of Ethics and/or ASCA’s Ethical Standards for School Counselors and practice in accordance to these standards;
- to keep Faculty Instructor and Site Supervisor informed regarding Internship experiences;
- to demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade;
- to receive live supervision and/or review audio/video recorded sessions with Site Supervisor as outlined on the Internship I syllabus;
- to engage in individual or triadic supervision with Site Supervisor a minimum of one hour per week and to document these supervision sessions on a weekly basis utilizing LiveText;
- to attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisors’ expectations;
- to develop a work schedule with Site Supervisor that will be most conducive to student learning;
- to maintain their commitment to the site throughout the academic semester;
- to complete documentation as required by Site and University;
- to maintain student liability insurance coverage throughout Internship;
- to comply with any other requests of the Site, such as completing HIPAA training, background checks, or drug testing; and
- to contact and consult with the Site Supervisor in case of emergency.
SUPERVISION ORIENTATION

The following is a brief overview of the roles and expectations for site supervisors working with counseling students from the Department of Counselor Education at Adams State University. The Supervision Training provides more in-depth information on clinical supervision.

A. Introduction to Supervision

Bernard and Goodyear have done extensive research on clinical supervision and are considered to be experts in the field. Their definition of supervision has been adopted by those practicing counseling supervision; supervision is “an intervention provided by a senior member of a profession to a junior member of the same profession…the relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of the professional services offered to their clients …as well as serving as gatekeepers for those who are to enter …the counseling profession” (1998).

B. Role of Supervisor

The role of the site supervisor is to add to, and support, the education of counselors-in-training. The education of counselors-in-training is considered a developmental process, in that it is a progression of knowledge, skills, professional experience, as well as attitude and professional behavior.

Supervision is not solely teaching, consultation, or counseling; it is a balance and blending of these components. Supervisors are in a position to evaluate their supervisees, so the relationship is not totally equal. Any counseling that may occur within the supervisory relationship is not in-depth with the supervisee’s personal issues, but to recognize or identify any issues that the supervisee struggles with that affect their counseling work with clients. Any significant or ongoing issues warrant recommendations and referrals for personal counseling for the supervisee.

C. Supervision Style and Tasks

There are many models of supervision. What we are presenting here is a blending of various approaches, models and styles. However, we do realize that each of you will have your own unique styles in how these concepts get translated into practice.

We are suggesting a developmental approach to supervision. The majority of our students are new to the field of counseling. They need exposure, experience and supportive yet constructive feedback. Our concept of a developmental approach is that the counselors-in-training are learning and ideally building on their skills and professionalism. As they receive feedback, we look for changes in their approach to reflect feedback received.

There are also the more practical components that are the basis of what you will be ‘doing’ with the supervisees on site. Holloway (1995) has broken these concepts down into supervisory tasks and functions.
The tasks of supervision include:

- Monitoring and evaluating the supervisees
- Instructing and advising
- Modeling
- Consulting
- Supporting and sharing

Some of the functions of supervision include helping the counselor with:

- Developing and using counseling skills
- Conceptualizing cases
- Developing professional behavior
- Becoming more emotional aware
- Engaging in self-evaluation

At both the practicum and internship levels, it is helpful to encourage your supervisees to be exposed to as many different experiences as possible. Often, a large component of Practicum involves working with others at the site, observing, shadowing, and gradually taking on more responsibility as you feel they are ready. It is the expectation that once students/supervisees get to the internship level, they will take on more independence and responsibility at the site and with clients, under the guidance of their supervisors!

**D. Supervisory Relationship**

We highly value the supervisory relationship. The ‘power’ in the relationship between the supervisor and supervisee lies with the supervisor. You are the ones to set expectations and parameters for your supervisees at your site/placement. We encourage you to outline clearly your expectations of your supervisees, and what their experience at your site may entail. Initially, get to know your supervisee! It is helpful to orient them to your site, as well as to your style. Discuss goals with them, and how feedback will be given.

Some of the issues and dynamics that have been identified as affecting that relationship include: race, age, ethnicity, individual personalities, varying styles of supervision or even of communication, respect, trust, responsiveness, and honesty…just to name a few! Developing a good relationship between supervisor and supervisee helps pave the way for openness to feedback, approachability, challenging as needed regarding skills and behaviors, and support.

**E. Supervisor Considerations**

Students may have difficulty during the practicum and internship experience. Some **warning signs** of professional impairment may include (Remley & Herlihy, 2005):

- Deterioration in personal relationships, including relationship problems and family dysfunction
- Becoming isolated and withdrawn from others
- Feelings of disillusionment with the profession
- Emotional distancing during counseling sessions
- Alcohol and drug abuse
- Changes in work habits such as increased tardiness and absenteeism
- Moodiness, depression, and symptoms of anxiety
- Procedural errors and sloppy record keeping

As the supervisor, you have an opportunity to interact with the supervisee in many ways that we cannot. We trust you to discuss any warning signs with your supervisee and consult with the instructor when necessary.

In comparison, we offer nine **supervisee** characteristics that have been cited as relevant to success (Frame & Stevens, 1995):

- Open
- Flexible
- Positive
- Co-operative
- Express feelings appropriately and effectively
- Willing to accept and use feedback
- Aware of impact on others
- Ability to deal with conflict
- Accept personal responsibility

Finally, we provide some favorable conditions for evaluation, a key component of the supervision process. When providing feedback to your supervisees, it may be helpful to keep these ideas in mind (Goodyear & Bernard 2002):

- Acknowledge the unequal relationship of supervision and discuss this with your supervisee
- Strive for clarity in your feedback
- Address defensiveness openly
- Address individual differences openly
- Explain the evaluation process
- Evaluation should be continuous and mutual
- Be flexible
- Ensure strong administrative structure/support
- Resist premature evaluation
- Ask for feedback . . . and use it
- Attend to the relationship
F. Specific Suggestions for Supervising Recorded Sessions

- Ensure that students have viewed the recording BEFORE their supervision session with you. You can require students to pinpoint sections in the session where they would like specific feedback (e.g. areas they are proud of, areas they want specific feedback, etc.).

- Watch the session with the student during your supervision session and look for key areas in skill, personal, and professional development. For example, what counseling skills do you note them doing well? What skills need to be improved upon? What might be personal issues that are getting in the way of them developing a relationship or understanding this client/student? Are you witnessing any ethical violations? How open is the student to your feedback?

- Do not let the student recap or describe the session; these sessions are meant to be viewed. While it is unlikely you will be able to watch the session in its entirety, you should ensure that you are able to watch enough of the session to conceptualize the student’s strengths and areas for growth.

- If you provided specific suggestions to the student (e.g. ask more open ended questions), be sure to look for evidence that they were able to incorporate this feedback into the next session.

- Do not let your student complete the next session without supervision!

G. Further Reading

If you desire further reading on counseling supervision, please ask! The Clinical Coordinator can provide you with some helpful articles.