

STCLOUDSTATE.EDU

# COUNSELING PRACTICUM HANDBOOK

2023-2024



## ALUMNI TESTIMONIAL

*"Get comfortable being uncomfortable. Ask questions and ask them again. Fail forward. Trust your intuition."*

**TAYLOR FISCHER, M.S., CRC,**  
Rehabilitation Counseling Graduate 2021



REHABILITATION STUDIES  
ST. CLOUD STATE UNIVERSITY



### PREPAREDNESS

Your academic courses and faculty evaluations have provided you the foundation to begin your clinical practicum and professional practice.



### PROFESSIONALISM

Counseling interns in the Rehabilitation Counseling program have learned the skills necessary to have professional behaviors and relationships with clients and colleagues.



### PRACTICE

Over summer you will demonstrate that you have the clinical competencies needed to begin your intern clinical training.

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# About Supervision

You've made it! You are half way through your master's program. Congratulations! Your practicum is your first of three field experiences where you are able to not only practice your skills but also learn from licensed counselors. No two practicums are the same and you hold a great deal of responsibility to get what you want out of the experience.

Often students are afraid to speak up when they are dissatisfied with their experience or they have concerns. You have to be assertive and make sure you are advocating for your learning experience. Hold your site supervisor accountable to provide you feedback, not just explain their own counseling style.

When scheduling issues come up and your supervisor cancels, make them reschedule, it's your practicum and you must make sure you are getting your supervision hours. If problems occur, reach out to your faculty advisor right away. Remember they are there to support you.

This is a busy time! You are juggling family, classes, work, and a practicum in the summer. It can all become very overwhelming. Make a schedule that you can depend on to get your hours documented in Tevera. If you are struggling to keep up, talk to your faculty supervisor about strategies for helping with time management.

## Program Supervisors & Staff



**Dr. Matthew Michals-Voigt**  
GRADUATE  
DIRECTOR



**Dr. Brad Kuhlman**  
CLINICAL  
COORDINATOR



**Dr. Amy Hebert Knopf**



**Katie Ramos**  
INTERIM GRANT  
DIRECTOR



# Program Learning Objectives

With course work, interaction with professional staff, and direct experience, students will be provided with the opportunity to:

## Objective #1

Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.



## Objective #2

Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.

## Objective #3

Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.

## Objective #4

Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.

## Objective #5

Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.

## Objective #6

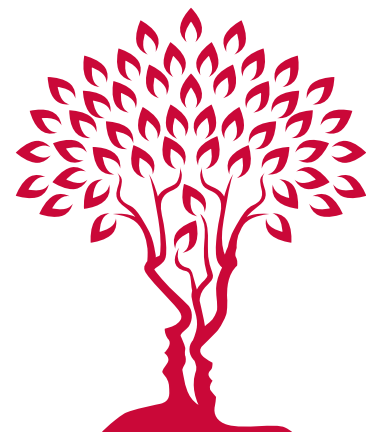
Reinforce knowledge, understanding, and a professional attitude.

## Objective #7

Synthesize current evidence-based practices and participate in the research process.

## Objective #8

Develop self-understanding and preparation for doctoral-level training or certification.





# Practicum Timeline

<b>Paperwork &amp; Insurance</b>	<b>Spring Group Counseling</b>	<b>Pre-Practicum</b>	<b>Summer Semester</b>	<b>Final Evaluation</b>
Proof of insurance, Internship site, and paperwork must be approved prior to starting practicum	You must receive a rate of (3) or better on the CCS-R to be approved to start Practicum after Group Counseling Class.	Prior to the end of Spring semester, student will meet with their faculty and site supervisor to discuss goals.	Dates of internship must be completed during the start and end dates of the Summer Semester.	Prior to the end of the Summer semester the CCS-R must be completed by the faculty and site supervisor.

## ***Supervised Counseling Practicum Accreditation***

3.F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum runs through both Summer I and Summer II sessions.

3.G. Practicum students complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills. The 40 hours need to include both individual client contact and group facilitation by leading or co-leading a counseling or psychoeducational group.

3.H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

3.I. Practicum students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

r. (CACREP 2016, Section 3)

# Supervised Counseling Practicum Introduction



Students are required to complete a practicum in an appropriate agency setting as part of their academic training. It is anticipated that this work experience will provide the student with an opportunity to put into practice the theoretical concepts and skills learned in their coursework.


The student and university benefit from the practicum experience in that the student is given the opportunity to put into practice, theories and skills learned in the classroom. The university's responsibility is not completed until the students have realistically tried out what they have learned and feel confident in facing the challenges of the counseling profession.

In addition to providing practical experience to the counseling intern, it is expected that the sponsoring agency will also benefit from the practicum experience. The student comes to the agency with an enthusiasm for learning and a willingness to accept guidance and direction from established professionals. Following the orientation and observation phases of the practicum; it is anticipated that the counseling intern should be ready to function semi-independently and carry out many of the duties and responsibilities of a counselor.

In some cases, this transition may be difficult, and in most cases, it involves testing theory against practice. It provides each student with the opportunity to determine their own strengths and weaknesses. If this transition is made with adequate supervision, the student will find greater strength and security in what they are doing. Thus, the student has the opportunity to make an adaptation to the professional life they are about to enter.



*Choose wisely! Research which site you'd like to be at. Job shadow and informational interview early in your grad program. Talk to your professors about your potential placement and if the institution aligns well with your goals, this might very well be where you stay for your first job post-graduate school.*



Rachel Grace  
Class of 2015

# Practicum Objectives

The primary objective of the supervised practicum program is to provide rehabilitation counseling students the opportunity to gain on-the-job experience in an agency or institutional setting. Internship objectives are as follows:

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To stimulate the formation of identification with a professional role.

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To acquire the ability to accept individual differences in clients and to develop and articulate an awareness of self.

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To articulate and implement under supervision a personal theory of counseling.

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To develop knowledge of ethical standards, decision- making strategies and considerations necessary for effective clinical practice.

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To develop knowledge of a developmental approach to counseling and supervision.

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To establish interpersonal relationships.

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To acquire understanding of counselor-client relationships and the part that self-understanding plays in this relationship.

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To develop knowledge and skill in clinical assessment using medical, psychological, social, educational, and vocational information.

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To develop and articulate case conceptualization based on tested, expressed, and gathered information.

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To develop individualized service plans based on client input and needs.

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To apply knowledge and techniques obtained in classroom settings.

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To become acquainted with the organizational structures, protocols, relationships, processes, and working conditions of rehabilitation agencies; including an awareness of community resources and the clientele those resources serve.

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To gain experience while working as a member of the rehabilitation team.

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To understand cultural and diversity issues related to rehabilitation counseling.

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# Procedures For Supervised Counseling Practicum

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The supervised counseling practicum is the first step in a student's academic program to practice the skills they have been learning in an actual work setting. Students should investigate at least three possible practicum sites according to each student's area(s) of interest. In general, the sites should 1) provide interns with an opportunity to do counseling, 2) have an on-site supervisor with at least a master's degree, 3) have an on-site supervisor who is credentialed as a Certified Rehabilitation Counselor (CRC), or as a Licensed Professional Clinical Counselor (LPCC). Additionally, those seeking dual license as a Licensed Alcohol and Drug Counselor (LADC) will need to have two supervisors. If you have two supervisors you are required to meet at least one hour per week with each supervisor, and either record client sessions or be supervised live by your supervisors. A list of approved sites can be obtained from the Tevera portal.

Students must also commit to the configuration of their practicum. Rehabilitation counseling students must complete a minimum of 100 hours of practicum (40 hours must be direct client contact). During the 40 hours of direct client contact, students must include both individual client contact and group facilitation by leading or co-leading a counseling or psychoeducational group.

The practicum will be completed during the Summer semester, 10 hours over 10 weeks. There is no flexibility with the amount of hours collected each week. All students will complete the required CACREP requirements of 10 hours per week over 10 weeks. **No exceptions can be made.** Also, students should prepare that they are not excused from practicum for any reason. Missing practicum supervision either on-site or in class will result in having to repeat the experience the following summer.

All interns are required to attend ALL supervision meetings held via Zoom weekly during the Summer semester. The purpose of these meetings will be to share internship experiences, discuss ethical dilemmas, and receive face-to-face supervision from the faculty supervisor. Students must attend face-to-face supervision to successfully pass practicum and internship.

# Procedures For Supervised Counseling Practicum

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All students, full-time and part-time, must complete and submit to their internship coordinator the application requirements for all internships to be conducted during the succeeding academic year:

1. Attend practicum orientation.
2. Pre-practicum form on Tevera.
3. A resume with your practicum application in Tevera.
4. A list of learning goals and objectives that can be used in formulating a contract.

Students will be assigned to a faculty member who will help set up the practicum. This faculty member may, or may not, be your faculty supervisor. Practicum placements should be finalized before the intended internship semester begins.

## ***Phases Of Training***

It is suggested that the supervised practicum work be divided into three phases – orientation, observation, and participation. These, no doubt, will overlap to some extent. Time devoted to participation necessarily will be much longer than that devoted to orientation and observation.

## **A. Supervision**

The role of supervision in the practicum is a difficult one and very often is the decisive factor in the success or failure of an intern's experience. Supervision involves at least four (4) major dimensions: (1) planning, (2) assignment, (3) observation, and (4) evaluation.

An agency should have one staff member responsible for coordinating the practicum activities within their agency. Consideration should be given to the assignments available within the agency, and how the student's interests and needs can best be met by the opportunities the agency will provide.

Student assignments, which will best meet the needs of both the student and agency, will follow careful interviewing of intern applicants. Whenever possible, the counseling program should refer all interested candidates to each available site. The agency has the right to select or reject the candidates, providing that the candidates and the counseling program are informed of the rationale for actions taken.

# Procedures For Supervised Counseling Practicum

## **B. Agency Supervisor**

The persons responsible for selecting the supervisor should consider the following:

1. The immediate supervisor must meet the CACREP standards for site supervisors. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP, 3P).
2. The supervisor should have sufficient experience not only in service areas of counseling, but also in representing the agency to other disciplines in the community so that they can help the intern explore their own reactions to the various roles that a counselor will be asked to assume, such as: functioning as a professional person in the community, and functioning as a professional counselor who may have to balance their own professional aspirations with the limitations of the agency.
3. Adequate time should be available for supervision of the intern.
4. Supervision involves day-to-day responsibility for the intern's activities, depending on the degree of responsibility the intern is able to assume.
5. Conferences between the supervisor and intern should be planned in advance to ensure the following content:
  - a. The intern is encouraged to present cases and bring up questions that may be troubling to them.
  - b. The intern is required to record a minimum of three client sessions. If this is not possible due to agency policy, the site supervisor must conduct live supervision and provide a report to the student and the faculty supervisor regarding the student's counseling skills.
  - c. Satisfy any and all questions the agency supervisor has about the intern's caseload, counseling, professional behavior, and agency contacts.
  - d. Assignment of new cases can be discussed.
  - e. Address questions that the intern may raise in reference to agency procedure.

# Procedures For Supervised Counseling Practicum

## **C. Observation**

To help the intern understand the agency setting, it is requested that a period of time for observation be provided to the intern prior to being assigned a workload. Depending upon accessibility and appropriateness it is desirable for the intern to observe interviews of several types. These interviews should include whatever procedures are used in the agency.

Observation of team and case conferences, staff meetings, diagnostic assessments, and counselor visits in the field to client homes, employers, and community resources are also beneficial.

The agency supervisor will be observing the intern as they perform a wide variety of duties during the practicum. Observation is closely related to evaluation, and these two aspects of supervision provide the content of the training session between the intern and supervisor.

Evaluation is the joint responsibility of the faculty supervisor and the agency that is providing the internship. Evaluations may be written, verbal, or both, and should be communicated regularly to the student. The evaluation should be seen as a feedback mechanism that provides the intern the opportunity to change and grow as a professional.

## **D. Participation**

The student intern should be permitted to engage in as many activities as their individual readiness, time, and supervision allows:

1. Under supervision, the intern should participate in intake, diagnostic, vocational and personal adjustment counseling, placement, and follow-up with clients.
2. Under supervision, the intern should be allowed to communicate with other professional personnel within the agency, and with agencies, as applicable, outside of the internship agency.
3. Suggested criteria for case selection:
  - a. Cases should be typical and/or representative of those carried and served by the agency.
  - b. There should be clear-cut function and purpose for the intern.
  - c. Size and type of caseload should be reviewed and kept at a workable level.
  - d. Increasingly complex cases should be assigned as the intern gains self-confidence and skill.

## ***Responsibilities of the Student Intern***

The student intern has the all-important responsibility of learning, absorbing, and demonstrating through performance in the day-to-day work tasks of becoming a counseling professional. The intern is the key to the entire learning experience. The student intern has the following responsibilities:

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1. **Adherence to Rules and Regulations:** The intern will assume a role as a member of the agency's staff in adhering to policies, regulations, and procedures within the agency. Also, the intern will observe and work within the framework of the agency related to staff protocol and behaviors, as well as dress requirements.
2. **Attendance:** The intern will fulfill the agreed-upon time commitments. Time lost shall be made up in a way that is agreeable with the supervising agency.
3. **Ethical Standards:** Students are expected to practice within the scope of the American Counseling Association (ACA) Code of Ethics, and Code of Professional Behavior for Rehabilitation Counselors, effective January 1, 2017.
4. **Record (video or audio) counseling sessions with clients from their field sites.** Three video-recorded counseling sessions per semester will be submitted to the instructor for supervision feedback. Recordings will include a typed transcript, conceptualization, and self-evaluation (Tevera Counseling Recording Summary Form) of your counseling skills.
5. **Keep the agency site supervisor regularly updated on the progress of cases assigned.**
6. **Actively learn within the limits of the agency, and actively seek out information.**
7. **Ask for assistance and supervision when needed, so that the clients receive adequate services.**
8. **Keep the university faculty supervisor informed of significant learning experiences, problems, and progress in the practicum.**
9. **Grievances:** The student, or on-site supervisor, shall contact the faculty supervisor and/or clinical coordinator regarding any difficulties that arise regarding the practicum or the supervision.

## ***Responsibilities of the Faculty Supervisor***

A member of the Rehabilitation Counseling Program faculty will be assigned to consult with the site supervisor. Each site will be evaluated to determine if it meets the criteria for an appropriate practicum site. A minimum of 2 visits to this site are conducted with the student, faculty, and site supervisor. When supervising and evaluating distant sites for interns, videoconferencing or tele-conferencing will be used for supervision meetings. In addition, this faculty member has the following responsibilities:

1. Conduct a meeting between the prospective intern and the agency personnel that should follow orientation to the agency by the agency supervisor.
2. The faculty supervisor is responsible for developing and maintaining the internship instruction program.
3. Act as a mediator for problems that might arise between the agency and intern.
4. Offer the university's services in whatever way necessary to assist the intern and agency in providing the most effective internship experience possible.
5. The faculty supervisor will conduct weekly supervision meetings for 1.5 hours remotely or on-campus. The purpose of these meetings are as follows:
  - a. Giving support and assurance to the student that the university has a continuing interest in their progress and studies.
  - b. Provide an opportunity for the student to discuss their experiences with the faculty supervisor, and other interns.
  - c. Assist the student in integrating academic knowledge and theory with the internship experience.
  - d. Giving the faculty supervisor an opportunity to maintain an ongoing evaluation of the effectiveness of the student's academic work in terms of their ability to relate it to current experiences.



## ***Responsibilities of the Site Supervisor***

Clinical supervision will not be possible without our site supervisors. Supervisors play a critical role in advising, providing feedback, and assisting the student in identifying areas of growth. Site supervisors are responsible for ensuring they meet the CACREP qualifications. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Further site supervisors are responsible for ensuring their qualifications are uploaded in Tevera and kept current.

Meet weekly for supervision with the intern for a minimum of one hour.

Weekly review of student's hour log and sign off on its accuracy in Tevera.

Provide the student with a variety of experiences such as: intakes, individual counseling, group counseling, assessment, developing treatment/employment plans, case management, referrals, and consultation.

Ensure the student completes 100 hours of Practicum that includes a minimum of 40 hours of direct client contact.

Ensure the student completes at least 10 hours of group facilitation or co-facilitation.

Help the intern explore their reactions to the various roles that a counselor will be asked to assume, such as: functioning as a professional person in the community and functioning as a professional counselor who may have to balance their own professional aspirations with the limitations of the agency.

Supervise day-to-day activities of the intern and provide feedback on what the intern is doing well and where they need to improve.

Work with the student to record a minimum of 3 client sessions each semester or conduct live observation of the students counseling skills and provide a written and verbal report of their strengths and areas of growth.

Encourage the intern to discuss questions and concerns they may have on the site. If the student is not making satisfactory progress, reach out to the faculty supervisor right away.

Complete the CCS-R evaluation the the mid-point and end of experience. Review the ratings with the intern.

## ***Student Evaluation***

There is a joint evaluation process in which the student, agency supervisor, and university supervisor evaluate their experiences. The faculty and site supervisor evaluate the intern's readiness to enter the profession and the intern's needs for further training. The emphasis is on the intern's growth toward professional maturity. The intern evaluates their practicum experience and site supervisors evaluate the program.

Both Faculty and Site supervisors will evaluate their intern by completing the CCS-R evaluation form that is available on Tevera. Students must earn a (4) or better to be considered for successful completion.

The Counselor Competencies Scale-Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors (Lambie, Mullen, Swank, & Blount, 2016).

### **Scales Evaluation Guidelines**

Exceeds Expectations / Demonstrates Competencies (5) = The counselor or trainee demonstrates strong (i.e., \*exceeding\* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = The counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = The counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

## ***Student Evaluation***

The university's policies require that interns be assigned a Satisfactory or Unsatisfactory grade at the conclusion of the supervised internship. The agency supervisor's evaluation, along with that of the university supervisor, will be used to determine the intern's grade. The assignment of the final grade is the responsibility of the university supervisor.

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Students must earn a (S) satisfactory to pass the course. A site supervisor may decide to evaluate the student at any point during the practicum if concerns arise. Students needing to upgrade their clinical skills may also be required to retake the Counseling Procedures class. The practicum must be successfully completed as a prerequisite to the counseling internship. If the student is unsuccessful in remediating the concern the student will be removed from the site and either a.) placed at a different site, b.) put on a remediation plan, or c.) recommended for either dismissal from the program or to graduate with a non-counseling graduate degree.

In evaluating the student, these principles will be observed:

1. The underlying philosophy and approach of the evaluation will be directed constructively toward strengthening the student both personally and professionally.
2. The student will be included in the evaluation process.
3. The initial contract will be used for the final evaluation.
4. At the conclusion of the practicum experience, the site supervisor will fill out a survey rating their experience with the SCSU intern and the program.
5. At the conclusion of the internship experience, the student will fill out a survey rating their experience with the site, the supervision, and the faculty supervision course.

## ***Liability Insurance***

Students are required to obtain insurance prior to the start of their internship practicum. You can receive your through Healthcare Providers Service Organization (HPSO) You will be covered for 1 million dollars for an individual claim and 3 million dollars in aggregate annually. It is recommended that you obtain liability insurance coverage at least a week before the start of your practicum.

Step by Step Instructions for obtaining insurance from HPSO:

<https://www.hpso.com>

1. Click on the goldenrod Get a Quote button.
2. Click on the third option provided – Students or Recent Graduates.
3. Verify that you are a Student, Your State of residence, Your Profession/Area of study, and your anticipated graduation date.
4. The annual quote is around \$42. Enter your personal information, including your social security number and the anticipated date that you will need coverage to start. You will upload proof of liability coverage to Tevera.

## ***Tevera***

Tevera is a required field education program that is designed to track your progress in the program as well as your practicum and internship experiences. Site Supervisors will also have access to Tevera in order to see weekly logs and complete evaluations.

Tevera will allow you to:

1. Search for approved field sites that complement your professional interests and personal strengths.
2. Apply for and confirm your field placements online.
3. Set up a Memorandum of Agreement between SCSU and the practicum site.
4. Track your hours toward graduation and licensure.
5. Run time tracking reports in your practicum weekly assignment course for your field instructors to sign.
6. Automate the process for submitting site evaluations and other program assignments/assessments.

Visit this page to get an overview of Tevera's benefits. Add noreply@app.tevera.com to your e-mail contacts to ensure that you receive the registration email.

## ***Weekly Logs***

Students are required to keep a detailed log of their practicum activities and document whether the hours worked in that week were direct client hours or indirect client hours. Logs must be completed in Tevera on a weekly basis. Failure to have all these documents in order may result in not being allowed to move to internship.

Make sure you sign your Practicum Acknowledgement page in Tevera stating that you have received and read this handbook.

*Make opportunities*

# Take the next step.

Contrary to popular belief, great opportunities don't just rely on sheer luck. New jobs, great business ideas, and the right people—you have to develop habits to attract them at the right place, at the right time.



REHABILITATION  
STUDIES

ST. CLOUD STATE UNIVERSITY