

Supervised Practicum Descriptive Summary (School Counseling)

Overview of Practicum Field Experience Course

1. This practicum experience is organized to meet requirements of the university, counselor preparation program standards of the Kansas State Department of Education, and national accreditation standards that include CACREP (Council for the Accreditation of Counseling and Related Educational Programs). CACREP Section 3 Professional Practice states: “Professional practice, which includes **practicum** and **internship**, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.”
2. Counseling Practicum is an experiential course involving intensive supervised training in the skills, methods, conceptual thinking, and treatment planning required for the clinical process used in counseling. Through a school placement the counselor-in-training works with a small caseload of student-clients in applying and mastering the skills and processes involved in individual counseling and in small group counseling, and will also gain experience in consulting with parents and school personnel.
3. **Focus.** The Emporia State University Counseling Practicum involves only individual counseling, small group counseling, and consulting with school personnel and parents regarding the student-clients on the approved client caseload. This experience does not include any other tasks that school counselors generally complete such as delivering school counseling curriculum lessons in classrooms, program leadership tasks, etc. as these will be included instead during an Internship experience.
4. **Structure of Field Experience Component.** 100 Clock Hour Clinical Experience: 40 Hours involving both Individual and Small Group Counseling in the school placement and 60 hours Indirect Services to Caseload Clients (includes consulting, case notes, session planning, etc. detailed below).
5. **Roles and Qualifications**
 - **Counselor-in-Training.** To be approved for the Practicum experience the candidate must have completed each of the following courses with a grade of B or higher: SC700 Issues and Best Practices in High School Counseling, SC705 Issues and Best Practices in Elementary/Middle School Counseling, SC710/CE708 Multicultural Counseling, SC715 Counseling Consultation and Collaboration (Parenting), SC805 Professional and Ethical Issues in Counseling, CE810 Counseling Skills Development, CE820 Career Counseling and Development, CE825 Counseling Theories, and CE830 Group Processes in Counseling. Additionally, application must be made by the deadline the semester prior to enrollment. Applications and supporting materials are reviewed by program faculty and candidate dispositions will be reviewed before granting permission to enroll.
 - **Placement Mentor** The mentor must be a licensed school counselor in the placement setting, and to be an approved placement the site must agree to provide the counselor-in-training with opportunities and experience in both individual counseling and small group counseling, as well as the opportunity to gain experiences in consulting with parents, teachers, and other staff, regarding the students with whom they are working. The mentor has a role limited to assisting the counselor-in-training in gaining and maintaining enough clients (usually 7-10) to get the required counseling contact hours, facilitating the processes of the school to access students, and ensuring a private, quiet, secure location for counseling to occur, and being “on-call” in case of emergencies. The mentor has no role in clinical supervision of the counselor-in-training.
 - **Site Supervisor** An approved site-supervisor may or may not be the Placement mentor, and may be located in-building, in-district, or out-of-district. The site-supervisor will meet with the counselor-in-training for minimum of 1 hour each week and provide clinical supervision to an individual or triadic (two supervisees). Responsibilities are detailed in an agreement. In meeting CACREP supervision requirements Site Supervisors must have a) a minimum of a master’s degree, b) relevant certifications and/or licenses; c) a minimum of two years of pertinent professional experience in the specialty area (school counseling); d) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and e) relevant training in counseling supervision. (Note: Program faculty will provide continuing education training to meet the requirements of d (and training for e as may be needed).
 - **University Supervisor** A counselor educator will provide at least 2.5 hours/week of group supervision (a.k.a. class) throughout the semester. CACREP standard 3N states “Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.” Additionally, standard 3Q states “Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.” Standard 3R states “Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning”.

Supervised Practicum Descriptive Summary (School Counseling)

6. **Structure for Clinical Supervision. Changes** Completers of practicum in the school counseling degree program become effective clinically as a counselor. The structure of the school counseling practicum historically has consisted of sections of 6 or fewer practicum students with both types of supervision provided by the university supervisor and scheduled on the same afternoon and evening to assist commuting students. During the Internship course that follows, site-supervisors provide more of a case management type of supervision feedback. Effective with the Fall 2018 semester, the faculty supervisor will continue to provide group supervision (class) but now with up to 12 students per section. A site-supervisor will now be responsible for providing the individual or triadic supervision. The site-supervisor may or may not be the mentor counselor, and time parameters will be by arrangement with the site supervisor, likely on a different day than group supervision. To adhere to CACREP standards, the site-supervisor must either have already completed coursework in counseling supervision or be willing to complete supervision training provided by the counseling faculty. Counseling practicum students will be expected to find a placement where either the licensed mentor counselor is willing and able to provide this more intense level of feedback and accept site supervisor responsibilities or, work with an already trained supervisor that is more regionally located.

Two different types of clinical supervision will be provided each week and absences can impact final course grade:

- **Group Supervision.** (2.5 hours/week together as a class) provided by the university faculty supervisor focused on content/theoretical review, discussion, and examples of how to adapt clinical therapeutic counseling skills, methods, and procedures to the school setting. Some topics will include counselings stages, assessment, theories, techniques and interventions, crisis assessments, referrals, self-care, professional associations and professionalism, ethical decision making, issues clients may likely present, and how to adapt clinical therapeutic counseling skills, methods, and procedures to the non-therapeutic school setting. This supervision mode will involve assignments, journaling and self-assessments, and formal assessments, developing a referral list, quizzes, midterm, and final evaluations, and concluding with a final evaluation and submission of a multipage a paper defining oneself clinically as a professional (identifying how one's personal counseling theory, style, strengths, current limitations, and skills are integrated to approach counseling in a consistent and congruent manner, how techniques and strategies are selected to facilitate client movement toward problem resolution and development, and a plan for coping with stress and so as to prevent professional impairment and burnout. Includes exams, periodic formal performance and dispositional evaluations, ratings, feedback, and grading. As codified in Ethical codes and standards of the profession, identified program dispositions, and a course unit objective, counselors-in-training are also expected to maintain membership and involvement in applicable national and state professional associations.
- **Individual/Triadic Supervision** (1 hour/week) involving one or two counselors-in-training meeting together with a program approved site-supervisor who is responsible for providing specific tutorial instruction to develop mastery in applying clinical skills and thinking, professional judgment and treatment planning. This is accomplished through the weekly review of recordings, giving and receiving feedback, discussing client issues and plans, review and approval of clinical case notes regarding each client, and periodic evaluation.

Procedural Requirements

As an unlicensed counselor-in-training, procedural requirements for practicum students differ from those of an employed and licensed school counselor. The profession identifies program accreditation standards, ethical codes, and common practice requiring specific procedures be in place to protect clients as well as the Practicum student during this learning process.

1. **Clinical Supervision.** Practicum students must be under university supervision to counsel with clients; the permissible timeframe is limited to the time between the first and last days of the university semester.
2. **Supervision Agreement/Contract.** Practicum student, mentor, site supervisor, and university supervisor sign an agreement identifying major requirements, role, and responsibilities. Supervisors have ethical responsibilities to the client of the practicum student to guide, monitor, and correct actions or inactions while working with student-clients, and ultimately a responsibility to the client.
3. **Liability Insurance.** Practicum students must maintain liability insurance coverage throughout Practicum and Internship and proof must remain on file with ESU. Prior to the start of the semester the Practicum student must provide a printed/pdf *Certificate of Liability Insurance* coverage for actions as counselor-in-training. The American School Counselor Association and the American Counseling Association provide free liability insurance coverage to their student members. A copy of your official *Certificate of Insurance* must be provided with the application. This *Certificate* is not membership verification but rather an official form found on the members only website that identifies you by name, address, member number, certifies your liability coverage and limits, policy carrier and policy number, coverage effective and expiration dates, and has an authorized signature. Sometimes a generic form is posted that allows you to type in to personalize it.
4. **Informed Consent Required.** Informed consent is a key ethical principle in counseling. Informed consent is assumed for licensed school counselors as they are employed by the school to provide clinical services to all

Supervised Practicum Descriptive Summary (School Counseling)

students as an expected component of the school experience unless opted-out. However, the unlicensed practicum student clinical services are being provided as a practical learning experience. We must ensure the client/parent's right to know the details and conditions of their participation before participation begins and allow them the right to choose to opt-in or to decline. Receipt of the ESU informed consent form signed by parent (or the eligible student if age 18) is required before working with a client.

5. **Client Caseload.** The school mentor will assist the counselor-in-training in gaining and maintaining an approved caseload (those with signed informed consent) of about 7-10 students to work with throughout the semester. Additionally, the counselor-in-training needs to facilitate or co-facilitate a minimum of one small group of 5 or more students for 6-8 sessions for group counseling (see group counseling section).
6. **Client Selection.** Potential dual relationships with clients must be avoided. Dual relationships complicate the professional role, responsibility, and judgement, create boundary issues that can limit the counselor's ability to be objective, can create client confusion, impede client progress, increases risk of harm to the counseling relationship, or the client. In following the letter and spirit of both ACA Code of Ethics and ASCA Ethical Standards for School Counselors, during the practicum semester the counselor-in-training must avoid working with students as clients with whom an additional role relationship exists (e.g., as their teacher, coach, support specialist, administrator, relative, friend, friend of their parent, etc.). If there is any question, the university supervisor should be consulted before requesting informed consent to work with that student.
7. **Activity Documentation:** An accurate, up-to-date, detailed electronic daily log and a weekly summary log for all direct counseling and approved indirect activities must be maintained throughout the semester.
8. **Clinical Case Notes.** Immediately following each counseling session, clinical notes will be created using a brief format, word processed, electronically signed, and submitted during the next supervision.
9. **Recording of Counseling Sessions.** At least one counseling session each week will be audio/video recorded and shared during supervision for review, improvement feedback and tutoring. To be useable in supervision the recording must be able to be heard without straining. Determine the process and devices that will be used, making certain they are tested and working properly prior to each recording. Unless directed otherwise, the recording should be deleted/erased and trash emptied following supervisor review.
10. **Document a minimum of 40 Hours Individual and Small Group Counseling.** Note: All individual and small group counseling time counts if prior signed informed consent was received. Practicum students often underestimate the effect of the realities of counseling that exist within the school setting. These realities include the difficulty of identifying and arranging for enough students to work with during available times, obtaining the required written permission from parents prior to working with the student, arranging times to meet when the CIT is available and around classes or teachers who may not want to release the student, students being absent at inopportune times, special school events, or days when school is not in session, days out for one's own sickness, etc. Asking questions at the placement site is essential and proactive planning is needed to limit the number of unexpected complications that inevitably will occur.
11. **Document a Small Group Counseling Experience.** Each counselor-in-training must have at least one (1) (preferably more) small group counseling experience involving 5-9 student-clients for 6-8 sessions sometime during the practicum to develop and apply group counseling skills. It is important to clarify herein, both for placement sites and the counselor-in-training, that this experience does not refer to delivering a school counseling curriculum lesson to a small group of students. While both are goal focused and learning driven approaches used by professional school counselors, the two approaches make use of slightly different processes to reach the goals.
 - **Process.** Small group counseling that we are looking for in practicum focuses on the inherent power of the group itself to help members learn and make changes. Rather than presenting or delivering lots of specific information as they would do in a school counseling curriculum "lesson", the counselor periodically asks open ended questions and then facilitates interactive discussions and supportive activities among the members of the group to make connections, recognize and understand universal issues and perspectives, help the members of the group learn from each other, and develop. These discussions are primarily among the group members while the leader role is to facilitate the group dynamics and process. The counselor-in-training is focused on learning how to apply the tasks of group leadership (offering warmth, acceptance, genuineness, concern, support, encouragement; establishing norms, rules, goals, setting limits, suggesting procedures, managing time, pacing; clarifying, interpreting, summarizing, redirecting, universalizing, linking; interceding, structuring, blocking, triggering the inner motivation of members, challenging). As the group experience evolves, members learn more about themselves and others as it relates to the group topic, and develop, improve, and learn to more effectively apply skills, knowledge, and dispositions.
 - **Focus.** Each counseling group should be data informed, meaning it is designed to meet specific needs as identified by data of some subgroup of students that are not fully being met otherwise. The goals are focused on outcomes such as improvement, decrease/reduction in problem behaviors, etc). Some typical representative samples for group focus might be such things as transition issues at school or home, grief and loss experiences, school motivation and success issues, peer relationships, stress, developing assertiveness,

Supervised Practicum Descriptive Summary (School Counseling)

dealing with the effects of bullying, intimidation, or sexual harassment, school attendance, potential for not completing high school and other issues that fall within the scope of the role of a professional school counselor.

- Selection of Group Members: Ethical standards define appropriate content focus, and process for selection of members, and leadership considerations. ACA, A.9, B.4 and ASCA, A.6 identify that counselors must work through a process for the creation and use of small groups including such aspects as identifying and screening participants who could potentially benefit from a small group experience, obtaining informed consent, establishing clear expectations, and documenting what occurred. Since counseling is voluntary and it is not something done with a captive audience who either must participate or could be subjected to pressure to participate, the counselor-in-training cannot use a pre-existing group in which a specific set of students were already organized for a different purpose or process (like a teacher-advisory group, a classroom group, a club, etc.). Likewise, it cannot be simply a random group of students that are available. Instead, the ethical standards require a conscious decision-making process to be followed by the counselor. During the practicum experience a student-client may not participate in group sessions without a signed informed consent form from the parent (or eligible student if 18).

12. Document a minimum of 60 hours of Indirect Services to Caseload Clients.

The following activities count as Indirect Services:

- Gathering Information on Caseload Clients Observing the client in or out of class, reviewing school records, reports, or other information gathering processes regarding the student.
- Consulting/Collaborating Regarding Caseload Clients. For a client on the approved caseload, receiving information from the client's parents, counselor, teachers, or other specialists who serve the student, or providing suggestions/recommendations; regarding a specific approved caseload client attending/participating in an IEP meeting, staffing, or similar collaborative meeting.
- Planning & Case Management Tasks for Caseload Clients. Reviewing recordings of sessions, writing clinical case notes, completing time logs, writing case conceptualization reports.
- Preparing for Client Sessions. Researching methods, approaches, techniques, and resources for a specific client.
- Time involved in weekly supervisions.

Supervised Practicum Descriptive Summary (School Counseling)

Counseling Supervision Agreement

This will serve as a description of, and agreement to the roles and responsibilities related to the counseling practicum experience (school counseling), identifying specific supervision responsibilities among the Placement Mentor, Counseling Site-Supervisor, the University Instructor/Supervisor, and the practicum student, here-in referred to as the Supervisee.

I. Definition

Supervision has been defined as "...a means of transmitting the skills, knowledge, and attitudes of a particular profession to the next generation in that profession" (Bernard & Goodyear, 1992, p. 2). For those who are involved in the training of mental health professionals, it also is a means of "...ensuring that clients receive a certain minimum quality of care while trainees work with them to gain their skills" (Bernard & Goodyear, 1992, p. 2).

II. Purpose, Goals, and Objectives of Supervision:

- a. Monitor and ensure the wellbeing of student-clients receiving counseling services from the Supervisee.
- b. Facilitate the Supervisee's self-understanding, professional identity development, and competency in using skills, methods, conceptual thinking, judgement, and treatment planning.
- c. Structure the activities of the Supervisee necessary to enhance effectiveness and develop proficiency in facilitating the counseling process.
- d. Ensure Supervisee fulfills practicum course objectives, requirements, and learning outcomes to meet professional preparation and license standards.

III. Methods of Evaluation:

- a. Site-Supervisor will provide improvement feedback during each session focusing on increasing effectiveness of Supervisee's demonstrated counseling skills and competencies, clinical documentation, and professional behaviors.
- b. University Supervisor/Site-Supervisor will conduct and provide feedback from formal evaluations of counseling performance and conceptualization skills using a standard evaluation rubric and ratings at four points during the semester.
- c. University Supervisor will ensure Supervisee self-evaluation at midterm, completion of quizzes, paper identifying and discussing application of Supervisee's theory development, and a final evaluation upon completion of the semester.
- d. Supervisee will evaluate Site-Supervisor and University Supervisor at the close of the semester, using a standard form for evaluating supervisors.

IV. Duties and Responsibilities of Supervisee, Mentor, Site-Supervisor and ESU Instructor/Supervisor

A. Counselor-in-Training (Supervisee)

1. Obtain and provide proof of professional liability insurance coverage prior to working with clients and maintain throughout the practicum experience.
2. Obtain written informed consent from a parent (or eligible client if age 18) prior to counseling the student-client.
3. Participate in one hour/week of individual or triadic supervision with an approved site-supervisor who meets the requirements identified by CACREP.
4. Provide a clearly audible, program appropriate current audio-video recording of one counseling session each week for review, discussion, feedback, tutoring, and guidance.
5. Accept improvement feedback and tutoring from Site-Supervisor (and partner if triadic) and/or University Supervisor and implement suggestions and supervisory directives in subsequent sessions.
6. Submit for formal assessment and grade at predetermined times through the semester four clearly audible audio-video recording sessions with the same case study client.
7. Submit for formal evaluation and grade a comprehensive multipage analysis, synthesis, and evaluative Case Conceptualization report regarding the recorded case study client sessions and the counseling process utilized.
8. Complete and maintain up-to-date clinical case notes for each individual/group counseling session in the proscribed professional format with signature, and submit weekly for review.
9. Maintain and submit the following at regular intervals for review/approval and submit final forms on the last class meeting: a) an up-to-date cumulative weekly summary log of all counseling sessions and practicum activities (using electronic spreadsheet provided), b) a complete daily log of all practicum activities (using electronic spreadsheet provided), c) maintain a professional development journal to include personal interaction/reaction and insights with regard to the concepts, discussions and class experiences.
10. Complete and document a minimum of 100 total clock hours including at least 40 hours of direct service to include both individual and group counseling with clients. Complete at least 60 hours of indirect services to clients to include consulting and case management activities such as time participating in supervision, clinical note preparation, reviewing tapes and writing case conceptualizations, consulting with client parents, teachers, or other school personnel, and any other research and preparatory activities related to client contact.
11. Maintain professional confidentiality of all client information, remain cognizant of and adhere at all times to the ACA Code of Ethics (2014) and ASCA Ethical Standards for School Counselors (2016) demonstrate ethical behavior at all times in the conduct of practicum activities.
12. Consult with Site mentor and Site Supervisor in cases of emergency.
13. Participate weekly in group supervision (class) with a program faculty supervisor as designated.

Supervised Practicum Descriptive Summary (School Counseling)

14. Attend and participate in all individual and group supervision sessions, meet the minimum number of hours required for individual and group supervision, and complete all assignments as scheduled.
15. Become familiar with appropriate referral sources through original research, creation, and submission of a categorical referral list appropriate for current clientele.
16. Successfully pass quizzes, written and performance final exams (content knowledge, and skills, and dispositions).
17. Submit at the conclusion of the course a personal theoretical paper identifying personal theoretical orientation and its application to personal style, strengths, and limitations as a professional school counselor and discussing self-assessment and personal plan for preventing job burnout, trauma, and impairment.

B. Placement Mentor

1. A licensed school counselor within the placement setting will be identified to serve as a site mentor.
2. The mentor will assist the counselor-in-training in identifying, obtaining, and maintaining a caseload of student-clients (approximately 7-10) to work with on a consistent basis throughout the semester, and will facilitate the process through introductions, explanations, assistance with parent approvals, etc.
3. Mentors will be available to trouble shoot and help the Supervisee negotiate through the building's procedures for access to students as may be needed, arranging for appropriate, quiet, and uninterrupted space, opportunities for the Supervisee to complete course requirements of 40 hours of direct services to include both individual and small group counseling, as well as the opportunity to consult with parents, teachers, and other school staff.
4. Mentors accept the responsibility to be "on-call" should the counselor-in-training run into a crisis situation or need help.
5. Although not required, the school counselor mentor may co-lead a counseling group with the practicum student.

C. Site-Supervisor:

1. Meets the qualification requirements identified by CACREP
2. Maintain and document weekly 1-hour individual or triadic supervision sessions with Supervisee.
3. Understand and follow procedures established by the university.
4. Supervisee's written case notes and recordings will be reviewed and evaluated in each individual/triadic session.
5. Listen to and review session recordings weekly or observe directly Supervisee's counseling interactions with clients.
6. Informally assess Supervisee's level of skill, provide improvement feedback, and monitor development.
7. Provide tutoring in counseling skills and process consistent with program training materials, modeling as appropriate.
8. Review clinical case notes, and documentation verify format consistency, approve with signature or return for revision.
9. Intervene when client wellbeing is at risk.
10. Serve as role model for appropriate professional judgement.
11. Ensure current ACA Code of Ethics (2014) and ASCA Ethical Standards for School Counselors (2016) are upheld throughout the experience.
12. Maintain at least bi-weekly contact with the university practicum supervisor, to share progress, issues, and gain clarify questions. Conduct consultation as needed with University Instructor/Supervisor in accordance with this supervision agreement as needed.

D. University Faculty Instructor/Supervisor:

1. Facilitate weekly peer group supervision sessions that average 2.5 hours.
2. Require completion of all assignments at the expected standard, including return for revision and resubmissions.
3. Require Supervisee to present and review at least four recordings of counseling sessions with the identified case study client each paired with a case conceptualization paper for formal assessment and grade regarding skills.
4. Maintain a periodic status check on logs and sign final submission.
5. Review journals entries and provide feedback as necessary
6. Maintain contact and consultation with the Site Supervisor related to the program expectations and Supervisee performance as needed throughout the course.
7. Intervene when client wellbeing is at risk.
8. Ensure current ACA Code of Ethics (2014) and ASCA Ethical Standards for School Counselors (2016) are upheld throughout the experience.
9. Evaluate Supervisee's counseling performance throughout the practicum, including documentation of a formal evaluation at the completion of the practicum.
10. Conduct a formal final evaluation that reflects an accurate and objective comparison of the Supervisee's self-understanding, professional identity development, and competency in using skills, methods, conceptual thinking, judgement, and treatment planning with the standards expected of all practicum completers.
11. Provide preparation and supervision training for the Site Supervisor as may be needed.

V. Procedural Considerations:

- A. Issues related to Supervisee's professional development will be discussed.
- B. Issues of concerns, conflict, or failure of either the Supervisee or Site Supervisor to abide by directives outlined in this agreement will be addressed during Supervision sessions. If concerns of either party are not resolved during supervision, instructor of Supervisee's practicum section, will be consulted.
- C. In event of emergency, Supervisee is to contact Site Supervisor.
- D. The designated emergency contact person:

Supervised Practicum Descriptive Summary (School Counseling)

VI. Terms of the Agreement:

This agreement is subject to review and/or revision at any time, upon request of any of the parties to this agreement. My signature below verifies that I have read the Practicum Descriptive Summary, reviewed this agreement, understand my roles and responsibilities as outlined above and hereby agree. We agree, to the best of our ability, to uphold the directives specified in this supervision agreement and to conduct our professional behavior according to the ethical principles and standards identified in the ACA Code of Ethics (2014) and the ASCA Ethical Standards for School Counselors (2016).

Contact Information:			Semester
Name and Address of School Placement Site:			Phone
	Email	Phone	Phone
Mentor			
Supervisee			
Site Supervisor			
ESU Supervisor			
Agreements	Printed Name	Signature	Date
Mentor			
Supervisee			
Site Supervisor			
ESU Supervisor			