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

PROGRAM DELIVERY DEFINITIONS

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

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

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

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

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

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

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

Department of Counselor Education Faculty
PREPARATION

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

A. Prerequisites

Prerequisite courses are required for most professional practice courses:

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

1. Pre-Practicum

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

2. Practicum and Internship

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

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

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

   A few areas to note:

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

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

1. **Obtain/ renew Liability Insurance.** All students are expected to carry liability insurance throughout the entire program. **Liability insurance needs to be renewed on an annual basis.** To ensure liability insurance coverage is effective throughout the professional practice experiences, Colorado Campus students should obtain this insurance every September and Online Plus students should obtain this insurance every June. By joining a professional counseling association, (choices below) students are provided with free liability insurance. Employee insurance does not cover professional practice experiences; thus students must carry ACA, ASCA, or AHMCA insurance.

   - [American Counseling Association](https://www.acapnet.org) (ACA)
   - [American School Counselor Association](https://www.asca.org) (ASCA)
   - [American Mental Health Counselors Association](https://www.ahmca.org) (AMHCA)

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

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

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

Personal Growth

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

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

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

Supervision

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

Scheduling

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

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

1. Focus: Before each supervision session, take time to focus on your professional goal of becoming an effective counselor.

2. Listen: Make a commitment to truly hear the feedback offered to you, even when the comments seem critical to you.

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

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

Giving Feedback

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

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

Preparing For Supervision

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

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

Minimum Ethical Obligations

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

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

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

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

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

Social support: Don’t forget about friends and family

Spiritual: Nurture spiritual beliefs

Recreation: Play and have fun

Humor: Remember to laugh at yourself and with others

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

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

INTRODUCTION TO INTERNSHIP

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

PURPOSE AND DESCRIPTION OF INTERNSHIP

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 600 hours at an internship site, of which 240 must be in direct service, over the course of Internship I and Internship II. Students will be evaluated throughout the semester by their supervisor(s) and instructor. More details about evaluation are included in the Department of Counselor Education Student Handbook.

As in 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.
CACREP STANDARDS FOR INTERNSHIP

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

The program 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 onsite 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 practicum instructor and/or the WIMBA instructor)
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 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.

Specific CACREP Standards met for this course include:

- Clinical Mental Health Standards:
  
  B.1: Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
  D.1: Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
  D.4: Applies effective strategies to promote client understanding of and access to a variety of community resources.
D.5: Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
D.7: Applies current record-keeping standards related to clinical mental health counseling.
D.8: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
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.
F.1: Maintains information regarding community resources to make appropriate referrals.
F.2: Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
H.2: 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.

• School Counseling Standards:

B.1: Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2: Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.5: Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
F.4: Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
L.1: Conducts programs designed to enhance student academic development.
L.2: Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
N.1: Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
N.2: Locates resources in the community that can be used in the school to improve student achievement and success.
N.3: Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
N.5: Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

• Addiction Counseling Standards:

B.1: Demonstrates the ability to apply and adhere to ethical and legal standards in addictions counseling.
D.1: Uses the principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
D.2: Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.
D.3: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
D.5: Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
D.6: Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
D.8: Applies current record-keeping standards related to addictions counseling.
F.1: Maintains information regarding community resources to make appropriate referrals for clients with addictions.
F.2: Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
F.3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
H.2: Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.
CORE EXPECTATIONS OF INTERNSHIP STUDENTS

A. 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.

B. Professional Development

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

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

The department faculty has the following expectations of emerging counselors:

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

C. Personal Development

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

The department faculty has the following expectations of emerging counselors:

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

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

In addition to in-class and academic requirements as directed by your instructor, Internship students must:

1. **Carry Current Liability Insurance**

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

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

- [American Counseling Association](https://www.acaweb.org) (ACA)
- [American School Counselor Association](https://www.asca.org) (ASCA)
- [American Mental Health Counselors Association](https://www.amhca.org) (AMHCA)

2. **Complete 600 Hours at Internship Site**

**A. Select Site**

The internship experience is designed to further students’ skills and knowledge of clinical mental health counseling and school counseling settings. Students will assume more responsibilities and independent work than completed in the practicum. It is up to the student to discuss their needs with their site supervisor to gain the most from the internship experience.

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

- **Professional Practice Manual:** Carefully read the Professional Practice Manual to become familiar with the details of the professional practice courses. In particular, ensure that you will be able to meet the CACREP standards listed for internship.
Professional Goals: In the first semester of the program, each student should determine his or her interests, needs, and expectations for professional practice experiences. When choosing a site, students should aim for a placement that represents a “good fit” with these interests, needs, and expectations. Students should then contact the site for an interview with the desired site supervisor to discuss learning objectives and expectations.

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

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

B. Accumulate Required Hours and Service

For Internship I & II, students are required to spend a total of 600 hours of supervised experience at a site in the student’s designated program area (e.g. school counseling). It is the student’s responsibility to find an internship site and work with the Clinical Coordinator for site approval. The student must ensure that the Site Application and Supervisor Registration form is submitted to the Clinical Coordinator by the deadline noted in the Introduction to this manual.

The internship experience is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. It is up to the student to discuss their needs with their site supervisor to gain the most from the internship experience.

Of the entire 600 clock hours, 240 must be in direct service with clients/students at the site. Students should aim to complete 300 hours each semester; however, this is not required.

<table>
<thead>
<tr>
<th>Examples of Direct Service</th>
<th>Examples of Other Professional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting individual, couples, family, or group sessions</td>
<td>Completing paperwork</td>
</tr>
<tr>
<td>Conducting intake interviews</td>
<td>Attending staff meetings, trainings, workshops, etc.</td>
</tr>
<tr>
<td>Participating in staffing with client/student (or family) present</td>
<td>Data collection, analysis, etc.</td>
</tr>
<tr>
<td>Speaking on phone with client or non-professional significant others</td>
<td>Preparing or planning for sessions and activities</td>
</tr>
<tr>
<td>(School counselors) Providing consultation to teachers, staff, parents, etc.</td>
<td>(School counselors) Participating in Fair Share responsibilities (e.g. duties everyone does, such as recess duty</td>
</tr>
<tr>
<td>(School counselors) Conducting classroom guidance activities</td>
<td>Attending weekly supervision at practicum site and completing ASU group supervision (e.g. face-to-face classes and/or WIMBA supervision)*</td>
</tr>
</tbody>
</table>

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

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

- Students may only count up to 10 hours for ASU group supervision per semester. These first 10 hours are built into the Internship I Summary form and the final 10 hours are built into the Internship II Summary form. Therefore, within LiveText, students should ensure that they only document up to 10 hours for group supervision each semester.

C. **Fulfill Supervision Requirements**

All students must contract with a site supervisor where the 600 internship hours will be completed. It is the student’s responsibility to find an appropriate site and supervisor. The Clinical Coordinator can assist in that process.

In regards to qualifications, supervisors must:

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

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

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

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

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

Additionally, students must note the following:

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

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

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

- Each student is expected to initiate contact with his/her supervisor. It is the student’s responsibility to ensure that he/she meets for supervision throughout the semester. Students are required to meet for site supervision **every week** they work at their site. It does not matter if the hours are in direct service.

- ASU Group Supervision is provided via the weekly class time (face to face or on WIMBA) or through weekend classes for the off-campus students.

**D. School Counseling Speciality Program Procedures:**

This section applies only to students in the school counseling specialty program.

- The Colorado Department of Education licenses school counselors as K-12 school counselors; students must complete “a 600-clock hour internship, supervised by a licensed school counselor, in a school setting, and at the appropriate grade level(s) for the endorsement being sought.” Thus, school counseling students need to complete internship hours at multiple grade levels.

- The Department of Counselor Education requires that students select one level (e.g. elementary school, middle school, or high school) as their “major” level. Students will complete 400 hours at this major level. The remaining 200 hours will be completed at another level, referred to as the “minor” level. Students who wish to gain experience at all grade levels can further break down the 200 hours into 100 hours at each level. Doing so may enhance the student’s job potential after graduation.

- For example, both of the following students would meet the requirement:  
  Student A: 400 hours at high school grade level, 200 hours at middle school grade level  
  Student B: 400 hours at middle school grade level, 100 hours at high school grade level, 100 hours at elementary school grade level
• Students can divide up the direct/indirect hours any way across these levels but should strive to have a variety of direct and indirect duties at each level. Additionally, ASU defines high school as grades 9-12, middle school as grades 6-8, and elementary school as grades K-5. Students who intern at a K-12 school or a K-8 school automatically meet this requirement if they provide services to all grade levels.

• Supervision for school counselors is a bit complicated as students have “multiple sites.” Students have a choice in how to set up their supervision experience.

  Option A. Students have one person be the site supervisor for the entire school counseling internship experience. Additionally, students should have at least one contact person (e.g. school counselor, principal, school social worker) at the minor level(s). It is the student’s responsibility to work with the site supervisor and the contact persons to determine how evaluations, etc. will be completed. Students who have concerns about locating a contact person should address this with their site supervisor and faculty instructor in that order.

  Option B. Students have multiple site supervisors at each of the grade levels. This requires the student fill out two or more Internship Site Application and Supervisor Registration Forms as well as ALL other required paperwork (e.g. two or more final evaluations).

• If a student lives outside of Colorado, they are required to comply with the 400/200 split and to meet any other regulations required by their state. The following website provides access to state school counseling licensure/certification agencies. It is the students’ responsibility to make sure they are meeting any additional requirements in their state.

  State School Counselor Certification and Licensure Agencies

E. Grading Note:

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

Internship Site and Supervisor Registration

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

Internship Site Supervision Summary

- This form is located in LiveText, our web-based assessment management system. This form needs to be completed on LiveText during site supervision, which occurs on a weekly basis. This form evaluates the student on the core expectations required of Internship students (e.g. skill, professional, and personal development), CACREP standards required of Internship students, and direct/ indirect hours. Note: There are separate forms for clinical mental health, school counseling, and addiction counseling students.

Internship I/II Final Evaluation

- This form is located in LiveText, our web-based assessment management system. This form should be completed together at the end of the Internship experience. This form evaluates the student on the core expectations required of Internship students, CACREP standards required of Internship students, and the overall direct and indirect hours accrued over the semester. Note: There are separate forms for clinical mental health, school counseling, and addiction counseling students.

Internship I/II Evaluation of Supervisor

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

Internship I Summary

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

Internship II Summary

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

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

Disclosure Statement

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

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

● Students should consult with the Clinical Coordinator before completing Site and Supervisor Registration form or enrolling for Internship.

● Students should ensure they have met the internship course prerequisites.

● Students should mark their calendar for the application deadline date.

● Students must complete and submit Site and Supervisor Registration form by the deadline.

● Students should retain copies of all paperwork to keep in their records.

● Plan ahead.

The following are frequently asked questions during Internship:

1. **When will I need to start looking for an Internship site?**

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

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

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

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

   The Clinical Coordinator will review all applications in the order they are received. It is imperative that all information is filled out on the application form; this ensures the Clinical Coordinator has all the information necessary to approve the site/supervisor. You will receive a notice via ASU email(e.g. grizzly account) from the Clinical Coordinator noting if your site/supervisor have been approved. You cannot start accruing hours until a) the ASU academic semester begins (see question #5) and b) you have received the approval email.
4. *Can I use my current employment site as an Internship site?*

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

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

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

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

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

5. *When can I begin collecting hours?*

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

6. *Can I do Internship in one semester?*

The Department of Counselor Education faculty requires that Internship I and II be spaced out over two consecutive semesters as students gain a more comprehensive experience over an entire academic year. This also provides the students who are working part time at their Internship site with enough time to be able to complete the 600 hours. Students should aim to collect 300 hours for Internship I and 300 hours for Internship II, with the hours reflecting both direct and indirect service. Note: the 300/300 split is a *suggestion*, NOT a requirement.

Some students are fortunate enough to be using their current full time employment as their Internship site. These students may end up accruing 1,000 or more internship hours over the two semesters. This is perfectly acceptable! Regardless, all students need to complete Internship I
and Internship II in consecutive semesters and be at a site accruing hours throughout Internship I and Internship II.

7. **Will I need to complete recordings for Internship I and/or II?**

Students should have the opportunity to receive feedback from the site supervisor on his/her skill when interacting with clients/students. The Department of Counselor Education faculty believes that audio/video recordings and/or live supervision is a useful way for supervisors to observe students in action during internship. As such, recordings and/or live supervision is a requirement for the Internship I course. Your Internship I syllabus will have more information.

If a student chooses to use audio/video recordings instead of live supervision, students are responsible for maintaining the security of the recorded counseling sessions. Students must keep recordings and any client specific paperwork (i.e., case notes) in a locked cabinet. Students may not send the recordings electronically to supervisors and/or instructors. Students should make arrangements for the ethical storage and/or disposal of the recordings with their site supervisor and/or instructor.

8. **I understand I need experience leading groups as part of my internship. How many hours needs to be spent doing group work?**

According to CACREP, students need “at least 240 clock hours of direct service, including experience leading groups.” The Department of Counselor Education faculty, along with CACREP, believe that 10 hours spent doing group work (co-leading or leading) would meet the minimum criteria for this standard. If students are not at a site where group work is possible, it is the student’s responsibility to locate a place to lead/co-lead groups, under supervision. Students should follow up with their internship instructor and/or classmates regarding options.

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

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

10. **Can I continue accruing internship hours over the holiday break?**

Students wishing to collect hours during the holiday break, between Internship I and II, need to notify their instructor and upon approval, can collect hours. The Clinical Coordinator will be available for monitoring student hours during the holiday break. Note: between Christmas Eve and New Year’s Day, no hours can be accrued. As such, the student will need to continue with ASU and site supervision over the break as well as continue filling out weekly paperwork. It is the student’s responsibility to request this from the Internship I instructor. Please note: A student
must have a passing grade for Internship I (A or B) in order to begin accruing hours once in Internship I.

11. What if I don’t finish my Internship hours? Can I get an incomplete?

Incompletes fall under the instructors’ discretion and are only awarded in extenuating circumstances. However, we want our students to complete their hours and understand that sometimes that cannot be done in one semester. If a student does not feel he or she can complete the internship hours by the end of Internship II, they need to contact their instructor as early as possible and work out arrangements. The instructor will request the student develop a plan for completing their hours in a timely fashion and will make arrangements for the student to continue with ASU supervision.

12. Who performs the site visit with my site supervisor?

For Internship I and II, the instructor (or designee) will set up a time to discuss your internship experience with your site supervisor. Students will not be present for this meeting. This meeting is to help build relationships with sites and supervisors, to field questions the supervisor may have, and to check in on the student’s progress at his/ her site. The instructor (or designee) will initiate this contact with the site supervisor.

13. What else may be expected of me as an Internship student?

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

14. I want to remain at my internship site past the Internship experience. What do I need to know?

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

15. It’s March and I have completed my 600 hours. Do I need to continue with my site and/or ASU paperwork, e.g. supervision summaries?

The Internship experience spans the course of two semesters; as such, students need to remain at their site throughout Internship II even if they have completed their hours. Students are therefore responsible for maintaining ASU documentation until the end of Internship II.
Internship I Checklist
Department of Counselor Education
Adams State University

Steps in Process:

All Students

________ Locate site(s) and supervisor(s) to complete Internship requirements

*School counselors: Locate a major and minor level to complete during Internship I/II as well as identify who will be your site supervisor and who will be your contact person at the minor level(s) (if choosing Option A).

Major Level: ________________________________________________________________

Minor Level 1: _______________________________________________________________

Minor Level 2 (if applicable): ___________________________________________________

________ Meet with site supervisor(s) to determine duties and responsibilities at the site(s), as well as your needs as a student

________ Complete and email Internship Site and Supervisor Registration form to Clinical Coordinator by deadline

________ Enroll in Internship I (ensure you register for the correct specialty program!)

________ Begin to accrue 600 hours* at site (240 hours must be direct service) *Hours are spread out over Internship I and II with 300 hours each semester as the suggested guideline

________ Obtain weekly supervision at site(s) and document this supervision each week on LiveText

________ Complete audio/video recordings and/ or live supervision with site supervisor as outlined in the Internship I syllabus

________ Complete Internship I Final Evaluation with supervisor(s) on LiveText

________ Ensure client paperwork is kept on site or mail this paperwork to the Clinical Coordinator for disposal

________ Complete and email the Evaluation of Supervisor form to the Clinical Coordinator by the end of the semester

________ Complete and email the Internship I Summary form to the Clinical Coordinator by the end of the semester
Internship II Checklist
Department of Counselor Education
Adams State University

Steps in Process:

All Students

_______ Enroll in Internship II (ensure you register for the correct specialty program!)

_______ Finish accruing 600 hours* at site (240 hours must be direct service *Hours are spread out over Internship I and II with 300 hours each semester as the suggested guideline

_______ Obtain weekly supervision at site(s) and document this supervision each week on LiveText

_______ Complete Internship II Final Evaluation with supervisor(s) on LiveText

_______ Ensure client paperwork is kept on site or mail this paperwork to the Clinical Coordinator for disposal

_______ Complete and email the Evaluation of Supervisor form to the Clinical Coordinator by the end of the semester

_______ Complete and email the Internship II Summary form to the Clinical Coordinator by the end of the semester
**IMPORTANT LINKS**

**Department of Counselor Education**
For general department information

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

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

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

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

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

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

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

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

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