

Doctorate of Education in Counselor Education and Supervision

Clinical Handbook



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Doctorate of Education in Counselor Education and Supervision
Counseling Practicum and Internship Handbook
Section 1
Introduction

Handbook Purpose

The purpose of this handbook is to provide students with general information, policies, and processes for engaging in either a practicum or internship experience during the Professional Sequence of Doctorate of Education in Counselor Education and Supervision (CES). The handbook also presents practicum and internship site supervisors with general information about the CES program and detailed information about their responsibilities when supervising practicum and internship students.

Program Description


The Doctorate of Education in Counselor Education and Supervision (CES) emphasizes evidence-based practices and ethical principles to prepare graduates to work as counselors, educators, supervisors, and program leaders. The doctoral program in counselor education and supervision seeks to meet the growing need for highly qualified counselor leaders—advanced counseling practitioners, educators, and supervisors. Viterbo University’s commitment to ethics, service, leadership, and Franciscan values encourages the compassion, relationship-building, and ethical practices needed by practicing counselors and counseling leaders. The program develops advanced competence in the clinical application of counseling, conducting research related to counseling, clinical supervision, teaching and program leadership. These emphasis areas prepare graduates to take leadership roles that will assist in helping underserved populations in our society; those affected by mental health and substance abuse disorders.


Students accepted to the CES program are expected to complete the core curriculum with a grade point average of 3.0 or better. In consultation with the CES student’s academic advisor she/he may enroll in COUN 760 Advanced Practicum or COUN 780 Counseling Internship. For students engaging in experiences in clinical and/or supervision experiences the Application for Clinical Experiences must be completed and submitted to the clinical coordinator 12 weeks before the start of the clinical experience. The application can be found in Appendix A.

Sequence of Clinical Courses

Counselor Education and Supervision (CES) students are expected to obtain experience in a broad range of skill areas, including: clinical counseling, clinical supervision, teaching, research, leadership and advocacy. This is a required sequence for all students and will be developed in consultation with your academic advisor. A required sequence of clinical training has been constructed to provide an opportunity for students to grow and develop throughout their training. Counselor Education students develop skills through a sequence of courses.

The CES Professional Sequence includes the following four clinical placements. The clinical placements are planned with the CES student's academic advisor and the clinical coordinator in order to meet the educational and professional goals of the student. .

 The *Advanced Practicum (COUN 760)* experience requires at least a one-semester placement that allows students to increase their scope of practice and advance their counseling, supervision and teaching skills under the clinical supervision of a site supervisor and counselor education program faculty. Students will complete a minimum of 100 hours in a counseling setting, of which 40 hours must be providing direct services to clients. In addition, students may also complete practicum hours in supervision and teaching.

 The *Counseling Internship (COUN 780)* experiences will provide students with the opportunity to select a sequence of immersive experiential learning opportunities tailored to their educational goals. CES program students are required to complete at least three of the five doctoral core areas of clinical practice: counseling, teaching, supervision, research and scholarship, and leadership and advocacy. This course is repeated at a minimum of three times during the program. The three internships experiences are designed to meet the CES students learning and professional goals. Each student must accumulate a minimum total of at least 600 hours in their internship experiences.

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Practicum/Internship Coordinator's Role and Responsibilities

The clinical coordinator is administratively responsible for placing CES students in their clinical experiences. The clinical coordinator handles matters such as selection and assignment of clinical sites, maintenance and memoranda of site agreements, providing information related to students' required criminal background checks, as well as maintaining contact with these sites for site development and clinical administration issues. Professional communication and maintenance of positive relationships between the clinical site and the University is an important role of the clinical coordinator. Therefore, students should not be contacting sites to attempt to set up their own field experiences without written permission from the clinical coordinator. The clinical coordinator will take into consideration student preferences for site placements, but it is exceedingly important to note placement decisions are ultimately at the discretion of clinical coordinator. Concerns about certain placements sites should be discussed with your clinical coordinator PRIOR to placement.

The clinical experiences are an important part of your education as a counselor educator. The clinical experience will have additional assignments within your practicum or internship classes. The primary obligation of clinical training is promote your development as a counselor educator and to advance your clinical skills and knowledge base. As such it does require your personal dedication to make this a priority in your education which means the minimum expectation is that you arrange your schedule to accommodate your clinical training.

The Clinical Coordinator has established a series of Affiliation Agreements with appropriate agencies suitable for practicums and/or internships. This individual will coordinate placement of all students into the practicum and internship experiences.

The CES Clinical Coordinator is:
Dr. Debra Murray, Psy.D., LPC, CSAC
damurray@viterbo.edu

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Section 2

Preparation, Application and Procedures for Clinical Experiences

Admission to the CES Clinical Sequence

Students should initiate the application process after a discussion with their faculty advisor and clinical coordinator based upon their plan of study. Only students in good academic standing with a cumulative 3.0 GPA are eligible to apply for *Advanced Practicum* and *Internship*. Students applying to the Professional Sequence must initiate the application process in the semester prior to their anticipated enrollment in COUN 760 *Advanced Practicum*.

During the conversation with your advisor and the clinical coordinator students are encouraged to begin with the end in mind. You have probably heard this before, but ***the clearer idea you have of your learning objectives, the more likely you are to achieve them.*** To do this takes time, effort, and planning. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to them about your career interests and goals. This process will help you to clarify your practicum, internship, and how these experiences can enhance your future career plans. Your faculty advisor can serve as a resource person for you.

Criminal Background Check

All CES students are required to complete a criminal record background check at their own expense each year. Counselors **MUST** obtain and provide a **HARD** copy to the Clinical Coordinator in order to participate in clinical courses. Students must have a continuous, valid background check on file the semester **PRIOR** to placement during practicum and internship experiences. Criminal Background Checks are valid for one calendar year.

There are two parts to the background check.

1. Students will need to log into the following website: Go to <https://mycb.castlebranch.com/> Students will create an account and fill out forms on-line in this website. Be sure to fill out everything completely as requested in the forms. Once all of information has been added, students are asked to complete the order process. Students must pay for the background check.
2. In addition to the CBC students must also fill out the Disciplinary and Criminal History Disclosure Form. This document may be found in Appendix C.

Application Procedures


Students must complete the Professional Sequence Application form (Appendix A) and:

- Schedule a meeting with the clinical coordinator, your advisor and yourself. Be prepared to discuss your clinical learning goals and how the practicum training experience will increase your professional scope of practice.
- Complete the Background Information Disclosure Form (Appendix C),
 - o This includes creating an account and process an order for a background check with CastleBranch. In addition, you will complete the form found in Appendix C. See appendix for complete directions.
 - o Please be aware that the findings from this background check may preclude acceptance into the professional sequence. If you have concerns, please schedule a private meeting with the clinical coordinator to discuss the issue.
 - o You will be expected to pay for your criminal background check.
 - o Problematic findings are likely to restrict practicum and internship placements, which complicates successful completion of the program.


- Provide documentation of professional liability insurance suitable for clinical placement,
 - o Such insurance is available through counseling professional organizations.
 - o See program office for more details or visit American Counseling Association: <http://www.counseling.org/home>

Professional Sequence Acceptance Criteria


All required materials must be received before a candidate is considered for enrollment into the Advanced Practicum course.

 *The applicant's academic performance in the program,*


- o Applicant has maintained a B average in coursework to date while in the Doctorate of Education in Counselor Education and Supervision (CES) program.
- o Applicants with “incomplete grades” are not able to receive clinical placement until the work is finished and a grade has been assigned.

 *The applicant's evidence of personal and professional growth while enrolled in the program,*

- o Applicant has no history of difficulties with professional dispositional traits since entering the CES program that have disrupted classes, laboratory work, or student group projects.
- o She/he has consistently demonstrated professional dispositional traits consistent with the behavioral standards normally expected of a licensed professional counselor in all dealings with faculty and fellow students.
- o Applicant shows the capacity to establish and work toward appropriate change goals that will improve one's effectiveness as a clinician, supervisor and/or educator.

 *The applicant's readiness to form meaningful and ethical helping relationships,*

- o Applicant demonstrates knowledge and adherence to the American Counseling Association *Code of Ethics* in both written course assignments and laboratory skills practice.
- o Applicant has demonstrated appropriate concern for the welfare of clients in both course-related writing and laboratory counseling practice.

 *The applicant's background check suggests no issues that would prevent the student from getting licensed or receiving a clinical placement,*

- o Applicant has no significant criminal record that would impede her/his ability to effectively counsel clients or ultimately obtain a professional counselor license in Wisconsin.




Students with noted deficiencies in any of the above areas will be contacted by either their academic advisor or the clinical coordinator. Any noted deficiencies will be clearly communicated to the student and a student learning plan will be put in place to address and support the student's growth.

Students who are in good academic standing will consult with their faculty advisor and/or the clinical coordinator in order to sequence and plan for advanced practicum and internship courses. This may require the student to apply and interview for different clinical placement sites. The application process when necessary may involve submitting application materials (i.e., cover letters and resumes) to potential site supervisors and participating in a formal interview process.

Appeal Process for Professional Sequence Denial

Students may appeal the decision by the Faculty and Clinical Coordinator by submitting a letter







of appeal to the Counselor Education and Supervision Program Director, within 15 days of receiving admission status notification. The appeal letter should include:

-  A brief overview of the issue,
-  Information about the basis and rationale for the appeal,
-  An explanation of the student's perspective about why her/his application to the Professional Sequence should be reconsidered.

The student may further appeal the denial decision to the Vice President for Academic Affairs. The student must submit the original letter of delay or denial, your letter of appeal, and the response(s) to that appeal. The decision of the Vice President for Academic Affairs is final.

The Process for clinical placement

Students should ensure that all forms are filled out completely and make an appointment with her/his advisor to review the scope and sequence of practicum and internship placements. Should your advisor not be available in the semester that you are applying for the advanced practicum/internship, you should meet with the Clinical Coordinator.

1. The Clinical Coordinator will process clinical requests. Criteria for placement in practicum/internship includes:
 -  Consideration of readiness to work with clients and students during the internship placement,
 -  Proximity to graduation (students with more credits are generally given preference over those with fewer credits),
 -  Available space in practicum/internship classes, and
 -  Scheduling issues.
2. An email from the clinical coordinator will be sent informing the applicant of the decision.
 -  If applicant is approved for the practicum/internships she/he proceeds to investigate opportunities and register for the course.
 -  If applicant is denied placement in practicum/internship, she/he should meet with the faculty advisor for advisement.
3. Accepted students may begin applying to internship/practicum clinical sites. It is recommended that before applying to a clinical practicum/internship site, students should discuss their options with their faculty advisor. The role of the faculty advisor is to seek appropriate internship experiences that help to enhance students' skills and abilities and increase scope of practice
4. Non-approved site applications will be reviewed by the Practicum/Internship Coordinator. If the site is approved, the Clinical Coordinator will grant permission for the student to register for the appropriate practicum/internship course. If the site is not approved, the student will be required to work with the faculty advisor (or the Practicum/ Internship Coordinator) to discuss options.

PLEASE NOTE: Late applications will be accepted but not processed until on-time applications are processed and placed.

After Acceptance

After the student is notified of her or his acceptance into the Advanced Practicum, the student should complete the following forms:

- Off-campus Activity Waiver and Release of Liability Form (Appendix G),*
- Medical Information for Off-campus Activities Form (Appendix H),*
- Code of Professional and Ethical Conduct (Appendix D),*
- Verification Review of Practicum/Internship Handbook (Appendix J),*
- Register for Advanced Practicum COUN 760.*

Placements






The program does not guarantee placements in any particular location or area of specialty. All CES Advanced Practicum experiences involve an application/screening process conducted by the organization/agency offering the placement. Students are advised to work closely with the Clinical Coordinator at least one semester in advance to facilitate placement.

Students are required to provide their own transportation to the practicum locations and may be required to provide additional transportation to client homes, as well, without remuneration.

The pre-selection of students for specific clinical placement follows established program criteria and procedures. Pre-selection will occur in the semester preceding practicum or internship placement attempts in cooperation with the Clinical Coordinator. Following this pre-selection, site agencies will interview and make the final selection of practicum and/or internship students to be placed at their sites. If students are accepted at more than one approved site, consultation with the faculty advisor is encouraged but the final choice will be the student's. Efforts are made to facilitate student clinical placements, but there is no guarantee of placement at a clinical site by the program.

Ending or Transferring a Student Placement

A Site Supervisor or the student may request or require that a student be removed from the agency prior to the conclusion of the semester. The Academic Faculty Instructor will consult with the Clinical Coordinator. The Clinical Coordinator and the Academic Faculty Instructor will immediately attempt to determine the most appropriate action for the specific placement situation. The Site Supervisor and/or the student will be asked to document the circumstances being discussed, actions taken, and any final decisions. This document is provided to the Clinical Coordinator, including a recommendation regarding future placement for the student. Possible actions could include:

-  The student is moved to a different unit in the agency,
-  The student is assigned a different site supervisor,
-  The student is placed in a different agency,
-  The student is referred and must develop a conditional plan for remediation. See Counselor Competency Professional Development Plan (Appendix S), and
-  The student may be dismissed from the program for ethical violations or behaviors not deemed consistent with the counseling profession.

If the student is placed in another agency, a new timetable will be established for the completion of the required internship hours. If the required number of hours cannot be completed at the new placement by the end of the semester, a grade of incomplete will be given if the student is currently passing the internship course and has completed 75% of the coursework or hours. If the student does not meet these criteria she/he must repeat the course. If the decision is made that the student is not ready for clinical work, the student may need to develop a conditional plan for remediation to accomplish the next time she/he enrolls in the Advanced Practicum and/or Internship course or the student may be dismissed from the program. If a student is removed or withdraws from the Advanced Practicum/ Internship course, the student must notify the Clinical Coordinator.

Re-enrollment in the Practicum or Internship after withdrawal requires an individual meeting with the Clinical Coordinator. Permission is not automatic but the result of a collaborative consultation with program faculty. Students are responsible for knowing the financial implications of withdrawing from any course—specifically the timelines when partial tuition refunds are available and the number of credits required to maintain Financial Aid status.

Clinical Sites for Practicum and Internship in the Counselor Education and Supervision program




This section addresses the special considerations for clinical placements during Advanced Practicum and Clinical Internship. While this may be only a portion of your clinical internship training sequence it is important to fully understand the processes in place for these clinical experiences.

Clinical sites are approved by the Practicum/Internship Coordinator prior to student placement. Affiliation agreements assure administrative support for the educational experience and an appropriate learning environment for the student in both on- campus and off-campus sites (Appendix Q). Mental health professionals serving as Site Supervisors will be monitored and offered supervision education and consultation by the program (Appendix R). Site visits by the clinical coordinator will be performed on at least an annual basis in order to renew student placement agreements. These site visits are in addition to site visits and communication related to a particular student placement, which occur regularly throughout the semester in which a student is placed.

Occasionally, a CES student may want to secure a practicum or internship experience at a site not included on the program's current list of approved sites. Such requests typically reflect a particular clinical interest or career trajectory not represented in the approved sites. Students living at a distance from campus may also wish to be placed nearer to their homes. These sites must meet placement criteria and staff at these sites must be qualified and willing to assume required supervisory responsibilities. Students should work collaboratively in advance with the Clinical Coordinator to qualify the preferred site. Additional, time to establish a new site may be required so working ahead and communicating with the clinical coordinator well before practicum placement is strong recommended.

All clinical site supervisors are required to complete the Site Supervisor Information Form for the Counselor Education Department (See appendix AA). All site supervisors need to meet minimum requirements in order to supervise a doctoral students.

If a CES student has a contact or is being asked to be placed at an agency where he or she is employed, the following process should be implemented: Discuss a possible placement in general terms with the contact person at the organization. Site Supervisors must meet the same Site Supervisor Requirements as defined by the Counselor Education program, including having a site supervisor who holds a doctoral degree or specialty credentials. In addition, the clinical training received must expand the student's current clinical skills, roles, and responsibilities.

-  Contact the Clinical Coordinator to arrange an exploration meeting with the contact person or an appropriate administrator within the agency.
-  Meet with the Clinical Coordinator to discuss individual clinical needs/plans and the possibility of developing the site of interest. There should also be a dialogue with the student's faculty advisor.
-  Follow the Clinical Coordinator's directions for next steps in developing the Practicum/Internship experience.

Responsibilities for University, the Agency, Site Supervisor, and the Student

The clinical sequence for the Counselor Educators and Supervision program students is comprised of opportunities for part-time work experiences at various settings. While these experiences will provide opportunities for growth it cannot be expected to provide complete specialized training for a career as a counselor educator. What the CES Clinical sequences do is provide exposure to the field and allows students to apply and test newly acquired knowledge within a clinical settings, teaching environments, clinical supervision, research processes, leadership and advocacy. It enables students to organize, synthesize, process, and apply their classroom information in a manner combining the cognitive, affective, and behavioral domains of learning. Many learners require a period of time and concrete experience to acquire both knowledge and skills. The CES clinical experience facilitates that process.

Finally, the clinical placement should serve to generate, develop, and refine skills in counseling, programming, administration, supervision, research, teaching and other aspects of professional counseling work. Through actual involvement in the design, implementation, and evaluation of counseling programs and services, students learn such strategies and methodology.

The below sections will discuss the roles and responsibilities of those serving as site supervisors, university supervisors for CES students.

AGENCY

Standards for Advanced Practicum/Internship Agencies

All agencies providing clinical practicum or internship sites agree to:

- Establish a contract with Viterbo University to provide field experiences in conjunction with the CES program,
- Provide qualified staff, designated jointly by CES program faculty and the agency, to provide instruction and supervision of students,
- Support the site supervisor in providing a minimum of one hour per week individual of face-to-face supervision of the student,
- Provide students an educationally-directed counseling experience, and
- Provide learning opportunities that expand the students current scope of practice and/or specialty training.

Advanced Practicum/Internship Agency Responsibilities

Responsibilities of the Advanced Practicum/Internship agencies include the following:

- Provide a general orientation to the service agency for the students with regard to agency structure, policies, procedures, programs, and services in order to facilitate the students' adaptation to the agency,
- Assist the student with learning contract development that includes designating opportunities and activities that address the core competencies,
- Provide opportunities for the student to have early and regular contact with agency clientele,
- Provide a non-discriminating environment, and
- Incorporate the American Counseling Association Code of Ethics into the Advanced Practicum/Internship experience.

SITE SUPERVISORS

Site Supervisor Qualifications

- Supervision is provided by one of the following: a). counselor education program faculty member, b). an individual with a graduate degree (preferably doctoral), or c). an individual in a related field with specialized expertise to advance the student's knowledge or skills. .
- Have relevant certifications and/or licenses.
- A minimum of five years of pertinent professional experience in the program area in which the student is enrolled.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Relevant training in counseling supervision.

Site Supervisor Responsibilities

The University enters into Affiliation Agreements with a variety of appropriate agencies. The Site Supervisor's Agency assumes the following responsibilities:

- Demonstrate commitment to provide an supervisory relationship by meeting with the student at least one hour per week to provide face-to-face supervision,
- Use the learning contract to plan the student's clinical activities and provide support according to the student's individual learning needs and the goals of the CES program. Suggest appropriate agency activities by considering a student's past experience, learning patterns, career expectations, and the development of advanced counseling competencies,
- Meet face to face with the counselor education program faculty instructor at least once during the semester to review the student's progress in terms of the learning contract,
- Initial the student's client contact log and supervision hours log weekly and sign and verify the student's end-of-practicum report,
- Immediately inform the counselor education faculty supervisor should concerns arise in the student's performance and provide documentation related to those concerns,
- Complete student evaluations at mid-semester and at the end of the semester; discuss these evaluations with the student in a face-to-face meeting (Appendix P, Appendix M), and
- Attend the counselor education site supervisor training (offered by the University twice a year) at least once each year.

UNIVERSITY

University Faculty Supervisor Role






The counselor education program faculty is a Viterbo faculty member, who will help the student integrate classroom learning with the Advanced Practicum or Internship experience, goal-setting at the beginning of the semester and the evaluation at the end of the semester. Evaluation is linked to the student's overall CES program and individualize goals established. The counselor education program faculty supervisor will also facilitate growth in important counselor education characteristics and help the student look at biases influencing themselves as Counselor Educators..

University Faculty Instructor Qualifications

Counselor education program faculty members serving as a site supervisors or counselor education program faculty course supervisors must met the following criteria:

- A doctoral degree and/or significant counseling experience and supervision preparation, preferably from a CACREP-accredited counselor education program,
- Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling, and relevant supervision training and experience.

University Faculty Instructor Responsibilities

-  Support the student's learning contract within the context of the site placement (i.e., clinical, teaching or supervisory experiences) in coordination with site supervisor.
-  The course instructor will meet face-to-face with the Site Supervisor at least once during the semester to review the student's progress.
-  Meet a minimum of twice per semester with the student for individual supervision to assist with supervision concerns, client counseling issues, and practicum challenges.
-  Provide supervisory assistance as needed to ensure a positive learning experiences. .
-  To conduct practicum/internship group supervision for 3 hours every other week or 1.5 hours weekly throughout the semester.

STUDENT

Expectations of the student

You are responsible for knowing and following practicum and internship guidelines and the course syllabus. You risk complicating the advanced practicum or internship process, which may affect your progression through the course sequence and your time to degree.

Students are expected to conduct themselves as professionals at all times when at their sites and placements. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. Advanced Practicum and Internship students are expected to set their daily and semester schedule to coincide with the calendar of their clinical site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association, American School Counselor Association, or the American Rehabilitation Counseling Association.

Students should carry out the duties and responsibilities of their Advanced Practicum or Internship agreement to the best of their ability and meet with their supervisor to modify any aspect of their clinical training as necessary. Students are expected to keep their site supervisor informed of their activities, needs, concerns, and accomplishments with regard to the advanced practicum or internship. Students are held responsible for providing accurate information to their site supervisor and university supervisors about their work, hours, and activities.









Students are expected to inform both the site supervisor and university supervisor of any absences. All absences are expected to be made up and the day of work rescheduled and completed before the end of the semester. Frequent absences from a clinical site may have negative repercussions upon the student and could result in a site asking a student to terminate early. Students who are asked to leave their site as a result of inconsistent attendance are not guaranteed continuation of their clinical experience during that same semester. In some cases, students may be required to participate in the remediation process.

Students are expected to attend all group supervision sessions, individual supervision sessions, and complete all requirements as outlined in your advanced practicum/internship syllabus. Failure to do so may result in a grade reduction or other potential consequences.

Student Rights and Program Policies

Procedures for Professional Development, Retention, and Termination

It is the intention of the Counselor Education program to facilitate and support the success of students through a collaborative professional development process. Students are expected to be pro-active in communicating to the program faculty any concerns or personal issues which may affect their professional development and success.

-  Students are encouraged to meet individually with the Academic Faculty Instructor for their Advanced Practicum/Internship or their advisor to discuss issues, questions, and challenges related to the Advanced Practicum or Internship course. It is important that students inform their COUN 760: *Advanced Practicum* or COUN 780: *Counseling Internship* instructor of any issues that may impact their professional development.
-  Upon entry into the practicum, students are asked to sign the Counselor Education Code of Professional and Ethical Conduct for Student Interns (Appendix D), which articulates ethical and professional behaviors expected of students in the program.
-  If significant issues are identified by the faculty, the student may be put on Provisional or Conditional Standing and placed on a professional development plan. In extreme cases, the student could be dismissed from the program.
-  The Counselor Education program retains the right to dismiss the student without a professional development plan if there is an egregious violation of the American Counseling Association Code of Ethics, or the Counselor Education programs Code of Professional and Ethical Conduct for Student Interns or other student behavior that would prohibit the individual from being credentialed as a professional counselor.
-  For students on conditional standing, professional development plans for remediation are developed collaboratively. These plans may include activities to facilitate skill development in clinical competencies and/or activities to facilitate a more appropriate career path.
-  Progress in addressing identified issues through the professional development plan will be monitored according to timelines agreed upon by the student and Counselor Education faculty. If there is a lack of student follow through or the plan does not resolve the identified professional development issue(s), faculty members must decide about the suitability of a student for the counseling profession. In this instance, the student likely will be dismissed from the program.
-  Students on Provisional and/or Conditional Standing will be reviewed by the Counselor Education program faculty at the end of each semester to determine whether the student should continue as “Conditional” under the current or a revised plan, be moved to “Good Standing,” or be formally dismissed from the CES program.
-  Students who are not in agreement with the Counselor Education program faculty’s decision can utilize the program appeal process outlined in the Counselor Education Graduate Student Handbook.

Expectations of Counselor Educator Students Professional Dispositions

Viterbo University expects our students will uphold the highest professional, personal, and ethical standards and to respond when those standards are compromised. Counselor Education students must be able to monitor not only their client's behavior, but pay particular attention to their own stresses and challenges.

The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, "Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services." Notifications should be timely in order for decisions about limits to client contact. Notifications should be within three days if for legal consequences.

Faculty members too will be monitoring student behaviors. Section F.9.b of the Code of Ethics states in part, "Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies..."

Counselor educators

- 1) assist students and supervisees in securing remedial assistance when needed,
- 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and
- 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures."

Counselor Education not only demands the highest levels of performance, it also subjects one to stresses and challenges that may overwhelm an individuals' coping abilities. You are encouraged to seek professional assistance and notify your course faculty instructor or the clinical coordinator if you feel that your work is being compromised.

Student Dispositional Traits will be continuously monitored throughout the Counselor Education and Supervision Program by faculty and site supervisors. In addition, these dispositional traits will be evaluated formally at mid-term and during final week each semester in which a student is enrolled within the clinical sequence of practicum and all internship experiences. These rubric will be provided to you in your class. This is a part of the CES programs student evaluation and assessment process.

Student Expectation/Duty for Reporting

Situations may arise during a field experience, that require therapeutic staff to report activities or experiences. Disciplinary standards are captured in the Viterbo University policy which explicates the following procedures.

Reporting of Child Abuse and Neglect Policy

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of 18 come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. This includes abuse or neglect that occurs off campus and/or at a child's home, if a Viterbo University employee observes or learns about it in the course of his or her employment. A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall, in turn, report the incident to the President as soon as possible.

These reporting requirements are mandatory, and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith may be not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law. All questions or concerns regarding this matter should be directed to one of the named administrators listed above.

Additionally, Viterbo University policy includes students through the following addendum:

Abuse/Neglect of a Child or Vulnerable Adult Reporting Policy for Students Serving the Community (1/2013).

In your service, you may encounter instances where you witness abuse to a child or vulnerable adult, or you may hear of or suspect that a child or vulnerable adult has been abused or neglected. If you witness or suspect abuse or neglect of a child or vulnerable adult:

1. Report any concerns the site coordinator/administrator immediately.
2. Concerns should then be reported to local law enforcement or the local Human Services agency, immediately after speaking with the site coordinator. Even if the site administrator reports your concerns, you should still make a report, as you have first-hand information that may be critical in assisting authorities in their assessment of a child or vulnerable adult's safety. Do not wait to report if the site administrator is not available, again these concerns need to be reported to local authorities immediately.
3. If you do not feel comfortable or have concerns discussing concerns with the site administrator, talk with your course instructor, advisor, or faculty coordinating your service experience immediately; they can help guide you through the reporting process.

You do not have to be certain that abuse or neglect is occurring to report, nor do you need to investigate further before reporting. Suspicion is enough to report; child and adult protection professionals will determine whether or not they respond to the report and they will determine whether or not a child or adult has been abused or neglected.

Thus, cases of suspected child abuse must immediately be reported to the appropriate authorities. Also, all cases of imminent harm posed by a client either to his/herself or another requires that the therapist take reasonable steps to warn/ protect potential victims. Such steps may include admitting a suicidal person to the hospital or contacting potential victims of violence, as well as the police.

Any client cases containing issues of the above nature should be brought to the attention of the Site Supervisor or Academic Faculty Supervisor immediately for staffing. When uncertain about how to proceed in case of emergencies, seek the supervisor most readily available. This includes both on- and off -campus supervisors.

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Doctorate of Education in Counselor Education and Supervision
Advanced Practicum and Internship Handbook
Section 3
The Practicum Experience

Advanced Practicum Description

The *Advanced Practicum (COUN 760)* is a one semester of on-campus and/or off-campus placement in a clinical setting designed to provide students with the opportunity to broaden their scope of practice and to increase expertise in order to become advanced practitioners, supervisors and educators. Students will work with an on-site clinical supervisor throughout the experience providing counseling services to clients. In addition, students will also gain experiences as clinical supervisors and educators within the Master's level program





Clinical Supervision is provided by both the site supervisor (the designated individual at the placement site) and the counselor education program faculty. Ethical and legal standards are emphasized so that students learn to advocate for clients. The *ACA Code of Professional and Ethical Conduct* (Appendix D) must be followed at all times. Professional liability insurance is provided both by Viterbo University and by the practicum student who is responsible for securing and maintaining an individual policy. Proof of liability insurance is required for each semester of clinical placement in advanced practicum.





The nature of the Advanced Practicum experience is to be determined in consultation with the counselor educator program faculty and the student to assist with the advancement of clinical skills, entry level supervision skills, and teaching skills. All aspects of the advanced practicum experience will be evaluated by the counselor education program faculty supervisor with input from the site supervisor will be ongoing, with scheduled feedback sessions at the middle and end of semester. Communication with clinical sites between the course instructor and site supervisor will occur at regular intervals throughout the semester of the practicum experience.

Advanced Practicum Requirements

The CES Supervision Contract for Practicum and all clinically based internships (Appendix E) must be completed and signed by the end of the first week of classes. Students must comply with Viterbo Travel Policy (Appendix F) while participating in the advanced practicum and internship. Before the placement begins, students must complete and sign the *Off-Campus Activity Waiver and Release of Liability* form, as well as the *Medical Information for Off-Campus Activities* forms (Appendix G, Appendix H).

Each student's will complete practicum experiences at designated sites. These are practicums are in advanced clinical work, clinical supervision and teaching. Each experience will include the following:

-  Each practicum experiences will total a minimum of 100 clock hours over a minimum 14-week academic term. For a total of 300 hours.
-  Attend program orientation for the type of practicum and required site agency orientation.
-  For the advanced clinical placement at least 40 clock hours of direct service with actual clients that contributes to the development and advancement of counseling skills.
-  Doctoral students will participate in an average of at least one hour per week of individual and/or triadic supervision throughout the practicum by a counselor education program faculty member or a site supervisor who is working in bi-weekly consultation with a counselor education program faculty member in accordance with the established supervision contract.

-  An average of 1½ hours per week or 3 hours every other week of group supervision that is provided on a regular schedule throughout the practicum by a counselor education faculty member.
-  The utilization of audio/video recordings or in-vivo observation, in accordance with agency or university policies, will be used for feedback.
-  Evaluation of the student's counseling performance will be ongoing throughout the practicum, including documentation of a summary evaluation submitted by the Site Supervisor or Faculty member at the completion of the course.
-  Evidence that the student possesses his or her own current liability coverage during each semester of the practicum experience.

The Advanced Practicum Course: *Practicum (COUN:760) Course Description*

This course represents an opportunity for doctoral students to continue the development of their counseling skills and expand their scope of practice. Students will complete at least 100 hours of clinical work, of which 40 hours must be in direct service with clients. In addition, students will have the opportunity to begin the development of their teaching and clinical supervisor skills as well. Prerequisites: COUN 740, COUN 745.

Course Overview


Each student involved in a practicum experience must be enrolled in the *Counseling Practicum (COUN 670)* course. This course provides preparation for professional counseling service through seminar discussion, observations, and supervision of counseling experiences. Supervision is provided by the Academic Faculty Supervisor, who serves as the course instructor. By the time a student completes the Practicum course, she/he is expected to accumulate a total of 300 hours, including a minimum of 40 hours of total face-to-face client contact; 40 hours of supervised teaching experience and 40 hours of clinical supervision. Specifically, in clinical work, supervision and teaching students will complete 100 hours total and 40 direct hours for each experience. Site supervision consists of one hour per week of individual sessions with the student. Students also participate in 1½ hours of weekly group supervision provided by the Academic Faculty Course instructor. Client contact, teaching, and supervision hours are to be recorded on the log forms (Appendix K, Appendix L).

Knowledge and Skills Developed


The practicum course is designed to further develop and refine clinical skills with the goal to increase a practitioner's scope of practice and as an introduction to clinical supervision and teaching. Upon satisfactory completion of the practicum course, the student will have demonstrated advanced counseling competencies explicated in the CES Site Supervisor Evaluation (Appendix M).


Student Assessment

The assessment and grading for the practicum experience involves coursework and field assessment criteria. The curriculum in the advanced *Counseling Practicum* includes course readings, active participation in group, supervision meetings, case studies, skill performance observations, and narrative assessments. Students are expected to engage in reflective preparation, peer collaboration, and synthesis of the experiences at the professional level throughout the course. Group supervision requires an average of 1½ hours per week throughout the placement and is led by the counselor education program faculty member teaching the course. During client contact and clinical supervision, the development of appropriate audio/video recordings for use in supervision evaluation or live supervision of the student's interactions is required.

-  Students will be assessed based on knowledge obtained through the text and class

discussions.


 Skill competency assessment will be based on oral and written feedback from the Site Supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions. All client recordings must be made with site-approved recorders or counselor education recorders and erased after class review. No personal phones, I-pads or laptops may be used for recording.

 Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the Academic Faculty Supervisor.

Site Supervisor Evaluation

The Site Supervisor Evaluation and/or skill evaluation rubrics are provided to the student and the site supervisor at the beginning of the semester. The site supervisor bases her or his evaluation on client interaction, knowledge of counseling practices and treatments, and ability to manage documentation.

The following paperwork for clinical placements must be completed and submitted to the Academic Faculty Supervisor prior to grading deadlines:

 For all clinical counseling based placements Post Practicum form (Appendix N) completed by the student and signed by the student and Site Supervisor following completion of the practicum. This form verifies that all confidential client materials have been dealt with appropriately.

Students who are completing clinical practicum placements need to complete and submit all forms. The Clinical Practicum is not considered complete until all forms are completed and submitted to the Clinical Coordinator and counselor education program faculty supervisor at the end of the semester. Forms for recording weekly client contact and supervision hours are found in Appendices K and L. Incomplete paperwork may result in a lowered or a failing grade for the course. Any violation of the *Code of Professional and Ethical Conduct* (Appendix D) may result in a failing grade. Students with questions about the grading process should contact the counselor education program faculty supervisor.

Clinical Practicum Roles

Site Supervisor Role

The supervision of clinical activities is an essential part of educating each CES student. Site Supervisors are entrusted with a portion of the field experience learning. The role and function of the clinical site supervisors is essential to your training and the contributions made to the counselor education programs are stronger as a result of their hard work and effort.

The Site Supervisor ensures that students have an interactive, experiential, multi-dimensional learning process that helps the student advance their professional skills and increase their scope of practice. Using a one-on-one or a small group format, the Site Supervisor reviews clinical work in a context of safety and trust that develops the student's professional growth. Consumer protection is balanced with student practitioner learning throughout the course of the clinical experience. Ultimately client safety is of utmost importance. The Supervision Contract for the advanced practicum define the roles and responsibilities of student and supervisors during the practicum and are developed for each individual placement (Appendix E).

Site supervisors must have knowledge of the program's expectations, requirements, and

evaluation procedures. Site Supervisors complete the *Supervision Observation Form* (Appendix P) and conduct one student evaluation at mid semester and one student evaluation at the conclusion of the semester. These evaluations and the supervision observation are used to calculate one third of the student's grade for the advanced practicum experience.

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Counselor Education & Supervision Practicum and Internship Handbook
Section 4
The Internship Experiences

Internship Description

The Internship includes at three semesters of on-campus and off-campus placements in clinical settings designed to continue the student's development. The each CES internship student will choose at least three of the five following areas for their internship experience. The five areas are: advanced clinical training, supervision, teaching, research, and advocacy and leadership.

Each CES student will develop individualized goals in order to choose a sequence of clinical training opportunities that is consistent with program objectives and the student's career goals. These goals should be developed in conjunction with the student's faculty advisor and the clinical coordinator. Interning students will complete a total of six credits internship (COUN 780: *Counseling Internship*) over the course of several semesters to fulfill the internship requirements.

As is the case with advanced practicum placements, CES students under close supervision will become more comfortable with their role as a counselor educator. However, in internship placements the roles and responsibilities is typically increased, allowing the in-depth application of counseling, supervision, teaching, research, leadership and advocacy skills. An increase in independence will be expected during the course of the internship experiences, although the student still works closely with their site supervisor and faculty supervisors. Ethical and legal standards will be emphasized and *Code of Professional and Ethical Conduct* (Appendix D) must be followed at all times.

Supervision of all internships will continue to be provided by the Site Supervisor and the Academic Faculty Instructor assigned to teach one of the internship courses. CES student interns will be expected to implement appropriate theories and approaches in each of the clinical domains in which they have designated for their internship. Students will be expected to be able to articulate their theoretical approach and demonstrate skills throughout each domain of internship.

Evaluation by the designated Site Supervisor, combined with input from the Academic Faculty Supervisor, will be ongoing. Formal scheduled feedback sessions will be held at the middle and end of each semester. This will include a discussion of dispositional traits.

Internship Requirements

The CES program requires completion of six credits of COUN 780: *Counseling Internship* 200 clock hours. This is a variable credit hour course. Please consult with your faculty academic advisor to determine the amount of credit hours that will work with your schedule. Each credit hour is associated with 100 hours of work in the semester. Students will need a minimum of a total of 600 clock hours across all semesters. Internships are begun after successful completion of the COUN 760: *Advanced Practicum* course. The internship is intended to reflect the comprehensive work experience of a counselor educator.

Students must read and comply with Viterbo Travel Policy while participating in any internships off campus (Appendix F). Upon placement, students will complete and sign the *Activity Waiver* and *Release of Liability Form* (Appendix G) as well as the *Medical*

Information Form (Appendix H). These forms are due in the Clinical Coordinator's office before starting any off-site internship. The *Counselor Education Programs Supervision Contract for Internship* (Appendix E) must be completed and signed by the end of the first week of Internship.

The Internship Courses

Each student in coordination with their CES faculty advisor and clinical coordinator will chose three of the five areas for clinical training during the Internship courses taken.

Counseling Internship (COUN 780): Course Description

The internship course provides opportunities to perform most of the activities of a counselor educator. The internship opportunities will include at least three of the five following areas: clinical practice, teaching, research, supervision, and leadership and advocacy. Students will gain 600 total hours of experience. This course may be repeated until the total internship hours is achieved and 6 credit hours completed. Consent of instructor required. Permission of instructor is required.

Students are required to provide proof of an individual professional counseling liability insurance coverage at the start of each internship semester.

Internship Experiences

Counseling

Assessment and grading for the counseling internship course involves coursework and experiential learning. The COUN 780: *Counseling Internship* course with a focus on advanced clinical practice includes related readings, active participation in group supervision meetings, case studies, skill performance observations, and narrative assessments. During client contacts, the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients is conducted.

Teaching

Assessment and grading for the teaching internship involves course work and teaching opportunities at the Master's level. The COUN 780: *Counseling Internship* course with a focus on teaching will involve readings, active participation in group supervision meetings, skill observation, and narrative assessments. During class instruction, the CES student may be recorded for use in supervision and/or provided in vivo supervision.

Supervision

Assessment and grading for the Supervision internship involves course work and supervision opportunities with Master's level students in clinic based settings. The COUN 780: *Counseling Internship* course with a focus on clinical supervision will involve readings, active participation in group supervision meetings, skill observations and narrative assessments. With appropriate consent, individual supervision sessions will be recorded and shared in internship class and/or during supervision of supervision. All group supervision will be co-facilitated with the faculty member present.

Research

Assessment and grading for the research internship involves course work and hands opportunities to conduct pre-dissertation research project. This project can be completed individually or within a small group setting. The COUN 780: *Counseling Internship* course with a focus on research will involve readings, active participation in group supervision meetings, skill development, and narrative assessments. In addition, dissemination of research will be an important aspect of this internship. Presenting at a local, regional or national conference is expected.

Leadership and Advocacy

Assessment and grading for the *COUN 780: Counseling Internship* course with a focus on Leadership and Advocacy involves course work and hands on opportunities to develop leadership skills and to advocate on a counseling appropriate topic. The student will complete an advocacy project individually or within a small group setting. The *Leadership and Advocacy* internship will involve readings, active participation in group supervision meetings, skill development and narrative assessments. The advocacy project should impact the local, state or regional community.

Grading Criteria

Grading criteria will be provided by the course instructor within each internship course. Internship rubrics highlighting the skills sets, dispositional traits, and group supervision will be provided for each type of internship experience. Please refer to your Advanced Practicum or Internship Syllabus.

Academic Faculty Supervisor Evaluation

Individual grades are assigned by the Academic Faculty Supervisor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by the student. The curriculum is also designed to enhance a student's professional identity as a counselor educator and the specialty clinical counseling skills. The Student Learning Outcomes are aligned with those standards and explicated through specific assignments.

Site Supervisor Evaluation

A portion of your grade will be based upon your Site Supervisors' evaluation of student performance and/or faculty evaluation. Rubrics will be provided at the start of each semester.

An internship is not considered complete until all forms are completed and submitted to the Academic Faculty Supervisor at the semester's end. Incomplete paperwork could result in a lowered or failing grade. Violations of the *Code of Professional and Ethical Conduct* for Student Interns (Appendix D) may result in a lowered or failing grade. A student with questions about the grading should contact his or her Academic Faculty Supervisor.

Student Learning Outcomes

The Internship curriculum is designed to enhance a student's professional identity and the diverse skill set necessary to work as a counselor educator. The skills in the internship sequence are aligned with CACREP accreditation standards and explicated through specific assignments.

Please see your syllabus for additional specifics.

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Appendix C

Background Information Disclosure Form for Applicants with Acts, Crimes or Offense that may Prohibit or Restrict Admission

Instructions:

Applicants for admission or re-admission with criminal or disciplinary records must disclose information about their prior records. Failure of the applicant to accurately and completely provide requested information and records may result in denial of admission, revocation of admission, or discipline, up to and including permanent dismissal from the university.

Information to be disclosed includes:

- A. Criminal offenses, pending criminal charges and diversion agreements (felonies and misdemeanors).
- B. Adjudicated delinquencies.
- C. Information on any behavior resulting in a suspension or expulsion from any high school or post-secondary institution must also be disclosed.
- D. Information about less than honorable discharges from the military.
- E. Other pertinent offenses, violations must be included. (Minor traffic violations should not be included.)

Procedures

1. Fill out the Disciplinary Disclosure form. If you need more space for your explanation, attach additional paper and continue your narrative. (Providing your social security number is voluntary; however, your social security number is one of the unique identifiers used to prevent incorrect matches.)
2. To ensure that your file will be processed as quickly as possible, attach the following:
 - i. A copy of your arrest record or incident report
 - ii. A copy of the official document verifying you have completed, or are in compliance with, the court ordered sanctions (Criminal History Report).
 - iii. A copy of your information sheet or charging document, disposition of court sanctions. (Example: Verification that you completed the hours of community service, days of incarceration, probation, or court ordered program.)
3. Staple ALL documents to the Disciplinary and Criminal History Disclosure Form.
 - i. Return completed packet to Vice President for Academic Affairs Office. Your Disciplinary and Criminal History Disclosure Form and attached documents will be submitted to a review committee.
4. If the committee needs additional information, you will be contacted. In order to insure timely review of your petition, make sure you provide all the required documents.
5. Incomplete information and documentation may delay the processing of your request.

**Complete packets may be submitted, mailed, or faxed to: Clinical Coordinator,
Counselor Education Department, Viterbo University, 900 Viterbo Drive, La Crosse,
WI 54601.**

Disclosure Form

Today's Date _____ Phone Number _____

Student Name _____

Address _____

City _____ State _____ Zip Code _____

Social Security Number _____

What is your student status? Check one:

_____ Prospective Viterbo Student

_____ Current Viterbo Student

_____ Former Viterbo Student

Summary

1. Please check all that apply.

A. _____ Criminal history: _____ Number of Misdemeanors _____ Number of Felonies

B. _____ Found to be Delinquent by a Court. _____ Number of Adjudicated Delinquencies

C. _____ Less than Honorable Discharge from Military

D. _____ Suspension or Expulsion From High School Or Post-Secondary Institution

E. _____ Other, specify _____

2. Are you currently or have you ever been classified as a sexual predator?

_____ Yes _____ No

3. Are you currently or have you ever been classified as a Sexual Offender?

_____ Yes _____ No

4. Are you currently or have you been on probation, parole or community control?

_____ Yes _____ No

Probation Officer's Name and Phone Number _____

Disclosure

List your disciplinary history below, beginning with your most recent incident. If additional space is needed, attach a separate sheet. Incomplete information and documentation may delay the processing of your request.

1. **Charge/Offense:** ___ Felony ___ Misdemeanor ___ Adjudicated Delinquency
___ Suspension/Expulsion
___ Less than Honorable Military Discharge
___ Other, specify _____

A. Date of Incident or Date of Conviction _____

B. City and State of the Court

C. Brief Explanation of Incident

D. Final Sentence, Outcome or Sanction

E. Disposition (e.g. case closed, served time, on probation, community service, expulsion, etc.)

F. Attach any official documents that apply to the charge or offense: a certified copy of the judgment of conviction, a certified copy of the delinquency adjudication, arrest records, probation letters, release letters, a copy of relevant court or police documents, a copy of military discharge papers, a copy of letter from educational institution, etc.

2. If additional space is needed, attach a separate sheet. Provide all information requested in items #1.

Character Witness (everyone must complete this section)

Provide the names, phone numbers, email addresses and U.S. Postal (USPS) addresses for three adult character witnesses who are not relatives.

1. Name _____ Phone _____
Email _____
USPS Address _____

2. Name _____ Phone _____
Email _____
USPS Address _____

3. Name _____ Phone _____
Email _____
USPS Address _____

I hereby submit this petition form and all supporting documentation. By initialing here and signing this document, I certify that all information submitted is complete and accurate. I also understand my documentation is subject to verification and in cases where submitted documentation is forged, tampered with or otherwise fraudulent, I may face criminal and/or disciplinary actions in accordance to applicable Federal and State laws, and/or college policy as defined in the Code of Student Conduct.

Signature _____ Date _____

OFFICE USE ONLY

Case Comments Officer/Informant: _____
Comments: _____

Office Comments _____

_____ Approved _____ Denied

Signature _____ Date _____

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Appendix D
Code of Professional and Ethical Conduct

General Statements

While interning at your site, you are representing not only yourself, but the University and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation.

You are governed by the employer's employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment.

You must keep both the Counselor Education Department and your sponsoring employer apprised, at all times, of your current email address, physical address, and telephone number.

You understand that permissible work absences include illness or other serious circumstances. Keeping pace with coursework or co-curricular activities are not legitimate excuses. You will be responsible to notify the employer and the Counselor Education Department's Clinical Coordinator immediately in case of absence.

Any changes in your internship status (layoff, cutback in hours, or dismissal) must be reported immediately to the Counselor Education Department's Clinical Coordinator.







If you feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), you are to contact Counselor Education Department's Clinical Coordinator immediately.


Due to the nature of an Internship arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your Counselor Education Department's Clinical Coordinator in consultation with the cooperating site sponsor. A dishonorable dismissal will nullify the internship arrangement at the risk of academic penalty and loss of tuition.


You will follow all policies and procedures of the internship, as well as the university policies for on-campus classes. This includes completion of all assignments related to the internship.

Specific Statements

You will conduct yourself in a professional manner at all times. This includes, but is not limited to:

-  Maintaining confidentiality regarding information accessed on any patient's, client's, members', customers', employees' chart or records, products or services associated with the internship site;
-  Reporting for the internship on time;
-  Using appropriate written and oral expression in all interactions with university personnel, managers, supervisors, employees, the public, and clients;
-  Participating in any orientation or testing required by the internship site;
-  Observing all established safety and sanitation codes;
-  Engaging in positive, professional, ethical, and legal behavior;

 Accepting responsibility and accountability for decisions and actions taken while at the internship site; and

 Ensuring that all interactions with guests, patients, clients, consumers, customers, the public, and fellow employees are conducted with dignity and respect towards every person.

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the practicum/internship program delineated in the following statements. If any facet of the code of conduct is not adhered to, I may be at risk of losing academic credit or being asked to leave the site or the program.

(adapted from *Code of Professional and Ethical Conduct for Student Interns*, Michael True, 2007, Messiah College, Grantham, PA)

Name (print) _____

Signature _____ Date _____

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Appendix E
SUPERVISION CONTRACT

We have decided to enter into a supervision experience together and we have gone over a number of issues in order to help us create an agreed-upon context of that experience. The purpose of this contract is to outline those issues and to serve as a resource for our work together.

Supervisor

Name: _____

Contact Information: _____

Supervisee

Name: _____

Contact Information: _____

Outline of Logistics

We have agreed to commit _____ hours/ week to face-to-face supervision contact, beginning _____ and continuing until _____. We have decided to divide up this time in the following ways: _____ (individual, group).

In the case of a client cancellation, we have decided _____

In case of an emergency we have discussed the following procedure:

Note: If you think you, a client, or another individual is imminent danger, first call the police department and then follow the procedure above.

Clarification of the Supervision Relationship

Site supervisor's general approach or style:

Confidentiality:

Plan for providing feedback to one another:

Plan for handling stumbling/blocks/disagreements/ etc.:

Additional clarifications:

Identifications of Goals:

We have developed the following goals for this student experience:

1. Targeted Client Populations:

2. Targeted Therapies:

3. Specialty Counseling Groups:

4. Specific Client Assessments:

5. Other goals:

6.

Student Signature

Site Supervisor Signature

Date

Date

Academic Supervisor Approval

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Appendix F
Travel Policy

General Information:

1. Student travel must be pre-approved in writing by the supervising dean and/or vice president in advance of travel for classes, conferences, athletic competitions, student organization members, etc.
2. Use of personal vehicles for business travel is not covered by Viterbo University's insurance policy, and individual staff and faculty assume the risk for any damage or injuries that arise when using personal vehicles as part of their work for Viterbo University. Employees using personal vehicles for university business must carry personal auto insurance as Wisconsin state law states "drivers and owners of motor vehicles are required to show proof of insurance at traffic stops/accidents if requested by law enforcement" (Wisconsin Department of Motor Vehicles web site).
3. Employees of Viterbo University are advised not to transport students in personal vehicles. Viterbo employees and students must be aware that Viterbo University's insurance will not pay for any property damage, injury or other claims arising from the transportation involving personal vehicles for University business.
4. Viterbo is not responsible for providing transportation for students for internships, jobs, cultural/educational/social events, clinical and practicum experiences, research experiences, student teaching, home athletic practices and competitions. This also includes other activities that are selected by the student and not required by the university. In situations listed under this item (#4):
 - A. Students are responsible for making their own travel arrangements, and students are expected to assume the risk associated with travel.
 - B. Faculty, administrators and staff who coordinate these activities must complete the required waivers outlining potential risks, even if transportation is not provided.
 - C. For repeated travel occurring in one class or clinic, one waiver listing all destinations may be signed by the student and/or employee.

Requirements for Student and Student Group Travel:

1. Field experiences and travel are a vital part of student learning at Viterbo. The purpose of the student travel policy statements is to provide guidelines to increase the safety and lessen risk for faculty, staff and students who are engaged in official Viterbo University activities that involve travel anywhere off-campus.
 - A. While no policy statement can cover all imaginable circumstances, and no rule can substitute for common sense and a disposition to act responsibly and safely, the highest priority for Viterbo University is the safety and security of students and all personnel, and provision of an effective learning environment.
 - B. The student travel policy statements are considered to be minimum standard; offices and departments may mandate additional procedures.

2. Any student travel must be pre-approved in writing by the supervising dean and/or vice president. Proposals for such travel must be presented to the supervising dean and/or vice president for such travel must be presented a minimum of two weeks prior to departure and must include:
 - A. Purpose of the trip, destination, duration, and trip activities
 - B. Name of the trip leaders
 - C. Mode of Transportation to the destination, including carrier name if any
 - D. Transportation during the stay at the destination, including carrier
 - E. Information on overnight accommodations, including hotel names
 - F. Itinerary including schedule of travel, meals and activities including options for free time activities
 - G. A budget including trip expenditures including cost to participants
 - H. Description of any signification concerns related to the trip
 - I. For international travel, State Department information on the location
 - J. For international travel, such proposals must also be presented to the Director of Global Education.

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Appendix G
Off-Campus Activity Waiver and Release of Liability Form

Instructions for Faculty and Staff /Advisors:

1. Please complete the yellow sections of this form before giving a copy to each student participating in the off-campus trip or activity.
2. One copy of the completed form must be kept with the faculty or staff advisor leading the trip. Another completed copy must be left with the Administrative Assistant in the Student Development Center. With this procedure, both the trip coordinator and the university know who is on the trip and are able to respond in the event of an emergency.

Instructions for Students: *This form is to be completed and returned to your faculty or staff advisor or trip leader prior to off-campus trips and activities.*

I, (Name) _____, and my heirs, in consideration of my participation in the activity of (Name of Trip) _____ from (Start Date and Time to End Date and Time) _____ hereby release the Board of Trustees of Viterbo University, its officers, employees and agents, from any liability for damage to, or loss of personal property, sickness and injury from whatever source, legal entanglements, imprisonment, death, loss of money, etc., which might occur while participating in any service trip activities.

I understand the risk of participation in this activity, which is coordinated by (Name of Hosting Organization, Class, etc.) _____ which include motor vehicle accidents, injury resulting from the use of tools and equipment, and illness and injury resulting from weather conditions to name but a few.

I agree to abide by posted safety rules, adhere to the wearing of appropriate clothing and safety equipment and to conduct myself in a safe and responsible manner.

I attest and verify that I am physically fit to participate in these activities.

I further understand that the University provides no medical coverage for these activities. Should I incur medical expense, I understand that I am solely responsible for such costs.

I understand that participation is voluntary and I freely choose to participate.
I have read the above information thoroughly and voluntarily agree to the terms and conditions.
Name (Please Print): _____

Signature _____ Date _____

Signature of Parent/Legal Guardian _____ Date _____
If participant is under 18 years of age

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Appendix H
Medical Information for Off-Campus Activities

Students: The information provide on this form will be used if the student requires medical attention, the information on the form could be used by a health care provider. It is to be completed prior to off-campus trips and activities.

Advisors: One copy of the completed form is to be kept with the faculty or staff advisor leading the trip. Another completed copy is to be left on campus with the Administrative Assistant in the Student Development Center.

Name: _____ Age: _____

Organization: _____

1. Any pre-existing injuries (ankles, knees, back) that may be aggravated by the activity?

___ Yes ___ No

If yes, please explain: _____

2. Are you currently taking any prescription or non-prescription medication? Yes No

If yes, what are they and what are they for? _____

3. Do you have any heart conditions? ___ Yes ___ No

4. Do you have high blood pressure? ___ Yes ___ No

5. Do you have any allergies (food, bees, insects, or medicines)? Yes No

If yes, please explain: _____

6. Do you have Asthma? ___ Yes ___ No

7. Please indicate any disabilities that might affect your ability to participate in this activity.

8. In case of emergency, contact: _____

Relation: _____ Phone: _____

9. Health Insurance Provider _____

10. Health Insurance Number(s) _____

11. Participant Signature _____

12. Print Name _____

13. Date _____

14. Age _____

15. Parents or Guardian's signature if under 18 _____

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Appendix J
Verification Review of Practicum/Internship Handbook

As a student of a the Counselor Education Department understanding the policies and procedures of the program is essential. This is an agreement stating that you have read and understand the policies and procedures in your clinical Advanced Practicum/Internship Handbook.

I have read and understand the policies and procedures outlined in the Doctorate in Counselor Education and Supervision Degree Advanced Practicum/Internship Handbook. I understand that at any point, this handbook may be subject to change and that students will be notified and provided with addendums. I have also reviewed the ACA code of ethics and APA writing guidelines. I understand that they are both expectations for Doctoral degree in Counselor Education and Supervision students. I agree to follow the policies and procedures described in the Doctoral degree in Counselor Education and Supervision Advanced Practicum/Internship Handbook and the ACA code of ethics, along with the APA writing guidelines.

Furthermore, the Masters of Science Degree in Mental Health Counseling requires that all students follow the American Counseling Association (ACA) code of ethics and the American Psychology Association (APA) writing guidelines. This is an agreement stating that you have reviewed the ACA code of ethics and the APA writing guidelines. All written work for the Doctorate in Counselor Education and Supervision program is to be completed following the APA writing guidelines. Assistance is available from the Academic Resource Center and CES faculty.

Please sign below that you have reviewed the Doctoral Degree in Counselor Education and Supervision Advanced Practicum/Internship Handbook and agree to follow the ACA code of ethics and the APA writing guidelines.

Printed Name: _____

Signature: _____

Date: _____

Please turn this form in as soon as possible to:
Counselor Education Clinical Coordinator

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Appendix N

Post Clinical Placement
Purging of Confidential Materials Verification Form

I, _____, attest that I have protected the confidential nature of my relationship with all clients seen in the Advanced Practicum/Internship Site by:

_____ Purging from any computer disks any notes taken regarding sessions held in the Counseling Practicum

_____ Shredding all handwritten or typed notes regarding sessions held in the Counseling Practicum

_____ Erasing all audio tapes of sessions held in the Counseling Practicum

_____ Destroying all video tape recordings of sessions held in the Counseling Practicum

_____ Continuing to avoid disclosing to others any information regarding clients seen in the Counseling Practicum

Name of Practicum Site _____

Location _____

Signature of Advanced Practicum/Internship Student _____ Date _____

Signature of Supervisor _____ Date _____

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Appendix Q
Agreement for Practicum/Internship Agencies

Viterbo University's Counselor Education Program is pleased to have your organization sponsor our students for a Practicum or Internship educational experience. To facilitate this, the following Affiliation Agreement is created between our institutions.

The student trainee coming to your clinical setting will be in good standing with the Viterbo University and the Counselor Education program, and also have undergone the State of Wisconsin Caregiver Background Check. Each student will provide documentation of professional liability coverage designed for student practicum/internship experiences.

1. This contract is between the Viterbo University Counselor Education Program located at 900 Viterbo Drive, La Crosse, Wisconsin, and _____
(hereinafter called the "Agency") located at: _____ (Agency Name)

(City) (State) (Zip Code)

- a. This agreement will commence on _____ and will remain in effect
(date)
until _____.
(date)

- b. This agreement may be revised by mutual consent. Revisions shall be expressed in writing, signed by both parties, and attached to this agreement as a rider.
c. Termination of the agreement – either party may terminate this agreement by giving one semester's written notice to the other party. Such action, however, shall not affect students already enrolled in the Practicum/Internship course.

2. Purpose

The following agreement is to clarify the joint and separate responsibilities between the Agency and the Counselor Education Program at Viterbo University as it relates to providing practicum/internship instructions for students in the Counselor Education Program.

3. It is mutually agreed that:

- a. The purpose of the Practicum/Internship with an approved Agency is to provide educational experiences for Counselor Education students.
b. The Agency will have the right to reject any student who, in the Agency's judgment, does not meet its criteria for placement.
c. Client/patient records will be protected both by law and professional ethics for client privacy.
d. Many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and student permission must be obtained before releasing specific student data to anyone other than Viterbo University.
e. There shall be no discrimination against students on the basis of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin.
f. Both the Agency and Viterbo University are committed to maintaining a learning environment which is free from harassment, including sexual harassment.

4. Counselor Education Program's responsibilities:

- a. The Counselor Education Program agrees to:
- i. Assign a Faculty Liaison to collaborate between the student, the Agency, and the Counselor Education Program and to inform the Agency in a timely manner the name of that Faculty Liaison.
 - ii. Provide the Agency, prior to student placement, relevant information about the student's academic achievement and previous work experience, making a reasonable effort to select students for field experience who meet any exceptional criteria specified by the Agency.

- iii. Select qualified Agency Supervisors (the person responsible for assigning tasks and supervising the student in the Agency) that meet the Council for Accreditation of Counseling and Related Educational Program standards and provide periodic training workshops for those Agency Supervisors.
 - iv. Provide all Agency Supervisors with a “Viterbo University Practicum/Internship Handbook” which includes relevant information about the Counselor Education Program, policies and procedures as they relate to Practicum/Internship experiences and evaluation tools for assessing student performance.
 - v. Provide the student educational supplemental supervision by a qualified Counselor Education program faculty
 - vi. Provide documentation of student professional liability coverage for participating Counselor Education Program.
 - vii. Hold harmless the Agency and its employees from any and all claims, losses, or expenses, including attorney’s fees, arising out of injury to any third party, including claims for professional negligence or claims for injury to Agency employees, or any other claims by third parties, except to the extent such injury is due to the fault of the Agency, its agents or employees.
 - viii. Hold harmless the Agency and its employees from any and all claims, losses, or expenses, including attorney’s fees arising out of injury to any student or Counselor Education Program employee while participating in Practicum/Internship, except to the extent such injury is due to the fault of the Agency, its agents or employees.
 - ix. Inform and explain to the student of Counselor Education Program that they will be under the jurisdiction of Agency officials for training purposes and will follow Agency rules to the extent that such rules relate directly to education and training in Program. Viterbo University will also inform students of their need to comply with Agency’s policies and rules, including those pertaining to patient privacy and HIPAA regulations.
- b. The Counselor Education makes no agreement to supply any specific number of students to the Agency, and the Agency makes no agreement to accept a specified number of students from the MSMHC Program.
5. Cooperating Agency responsibilities. The Agency agrees to:
- a. Provide counseling practice opportunities for the student, including participation in overall Agency programs and activities as appropriate to developing the student trainee in becoming a licensed professional counselor in Wisconsin.
 - b. Furnish in writing to the Counselor Education Program’s Clinical Coordinator of Internships any exceptional criteria it considers necessary for the selection of a student placed with the Agency.
 - c. Assign an Agency Instructor to provide professional supervision to the student.
 - d. Provide the Agency Instructor sufficient time for planning, supervision, training, and evaluation of the student.
 - e. Inform the student’s Faculty Liaison in a timely manner of any difficulties a student is having which might result in termination of the placement or a failing grade. The Agency will be responsible for documenting student difficulties and efforts to remedy the situation.
 - f. Guarantee the student’s right to refuse any assignment which the student deems too dangerous to complete at that time.
 - g. Provide the use of Agency facilities as necessary to accomplish the learning task and the student’s responsibilities in the Agency. (This includes mileage reimbursement for students following the usual standards and practices of Agency employees.)
 - h. Inform the Counselor Education Department’s Clinical Coordinator in a timely manner of any changes in policies, procedures, and/or staffing that might affect the quality or nature of field placements or this agreement.
 - i. Provide appropriate occupational safety and health training.

- j. Hold harmless the Counselor Education Department and its employees from any and all claims, losses, or expenses, including attorney’s fees, arising out of injury to any third party, including claims for professional negligence or claims for injury to MSMHC Program employees, or any other claims by third parties, except to the extent such injury is due to the fault of the MSMHC Program, its agents or employees.
 - k. Hold harmless the Counselor Education Department and its employees from any and all claims, losses, or expenses, including attorney’s fees arising out of injury to any student or Agency employee while participating in Practicum/Internship, except to the extent such injury is due to the fault of the MSMHC Program, its agents or employees.
6. Status of Students:
- a. The student, during Practicum/Internship, is subject to the same standards as are set for employees at the Agency relating to the welfare of clients.
 - b. The student is expected to adhere to the American Counseling Association Code of Ethics, the Counselor Education Department’s Student Code of Conduct and conform to the standards and practices of the Agency.
7. Grievance:
The Agency and the Counselor Education Department agree to utilize the grievance process established by the Counselor Education Department in the event a student feels she/he has been unjustly treated during the field placement. A copy of the process will be in the Practicum/Internship Handbook provided to all Agency Supervisors and students.
8. Non-Discrimination Statement:
Viterbo University is committed to providing equal educational and employment opportunities regardless of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin in compliance with Title VI, Title IX, and Section 504.

This document certifies that the agency named below does not discriminate in its employment practices or in its service delivery practices on the basis of race, color, creed, national origin, age, gender, or disability.

Signatures:

For the Agency by _____
(Administrator/CEO—please print)

_____ on _____
(Administrator/CEO signature) (Date)

For Viterbo University by _____
(Vice President for Academic Affairs) (Date)

Please sign and return to:
Viterbo University Counselor Education Department
 Clinical Coordinator
 Attn: Debra Murray,
damurray@viterbo.edu
 900 Viterbo Drive
 La Crosse, WI 54601

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Appendix R
Site Supervisor Information Form

Date: _____

Name: Dr. Ms. Mr. (Circle One): _____

Agency Name: _____

Contact Information:

Address: _____

City: _____ State: _____ Zip: _____

Office Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Professional Experience & Education:

Present Position Title: _____

Current Licenses/Certifications: _____

Expiration: _____ First Year Licensed: _____

Have you supervised interns in the past? ____ Yes ____ No ____ Years of experience

IF YES, list the supervision settings?

Supervision Educational Experiences or Training: (Begin with most recent: e.g. Coursework, Workshop, CEUs, Other)

1) _____

2) _____

3) _____

Graduate Education (begin with most recent)	Degree	Year

Employment Experience

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of	
Position Title	
Responsibilities	

Professional Affiliations/Memberships:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Signature: _____ Date: _____

Ed.D. Counselor Education Counseling Clinical Handbook
Consent to Record Counseling Sessions
Appendix T

You are invited to participate in an individual counseling session conducted by a member of Viterbo Doctoral Counselor Education and Supervision program. This session will be a learning and practice opportunity for this individual to gain real world experience. This person is a graduate student and during this advising session real circumstances and potentially distressing issues will be discussed. Be aware that you are free to disclose only that which you feel comfortable discussing with this student.

Information obtained in this session is confidential. The limits to confidentiality would be is if you indicated intent to harm yourself or others, the student is legally bound to report that type of information. Because this individual is a graduate student, the professors and supervisors will have access to this interview and its contents. Professors and supervisors will be examining student work and not analyzing you.

This interview may be voice recorded so the student, instructor, and classmates can study and analyze the students counseling skills. If at any time you wish to cancel your permission to voice record the interview, please let the student know and they will do so. Upon the completion of this students' assignment, the recording will be permanently deleted.

Thank you for your willingness to participate, if you have any additional questions my instructor would be happy to meet with you.

By signing this document I hereby give permission for this interview to be recorded and for the student to share the recording as stated above.

Interviewee Name: _____ Date: _____

Interviewer Name: _____ Date: _____

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Appendix U
Site Supervisor

Release of Information

I give my approval for the Counselor Education faculty and practicum/internship site supervisors to reciprocally share information regarding student issues and concerns that are relevant for educational purposes.

Student Name (Print)

Student Signature

Counselor Education Faculty Signature

Date

Name of site supervisor assigned to this student: _____

Name of practicum/internship supervision class professor assigned to this student:

Debra A. Murray Psy.D
Program Director
Counselor Education Clinical Coordinator

**Ed.D. Counselor Education Counseling Clinical Handbook Clinical Handbook
Appendix V
Student Evaluation of the Site Supervisor**

Supervisor’s Name: _____

Site: _____

Date: _____

1. Describe your supervisor's ability in teaching lessons relevant to the practicum or internship experience, and his/her ability to keep you in good learning activities.

2. Describe others at your site that contributed greatly to your learning experience, and their role in your practicum or internship.

3. Explain any circumstances that the Practicum/internship Coordinator should correct before another student fills a practicum or internship position at your site?

4. Rate your overall experience 1-5 with 5 being the best: 1 2 3 4 5

Student Name: _____ Course: _____

Site Supervisor Information Form
Appendix AA
Counselor Education Supervision (CES)

Date: _____

Name: Dr. Ms. Mr. (Circle One): _____

Agency Name: _____

Contact Information

Address: _____

City: _____ State: _____ Zip: _____

Office Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Professional Experience and Education

Present Position Title: _____

Current Licenses/Certifications: _____

Expiration: _____ First Yr. Licensed: _____

Have you supervised doctoral interns in the past? ___ Yes ___ No ___ Years of experience

If yes, list the supervision settings:

Supervision Educational Experiences or Training: (Begin with most recent: e.g., Coursework, Workshop, CEUs, Other)

1) _____

2) _____

3) _____

Graduate Education (begin with most recent institution):	Degree	Year

Employment Experience

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Employer	
Address	
Dates of Employment	
Position Title	
Responsibilities	

Professional Affiliations/Memberships

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Signature: _____ Date: _____

Copy of Licenses and Certificates