

Counselor Education Department

CLINICAL HANDBOOK

MS in Clinical Mental Health Counseling (MSMHC)

MS in School Counseling (MSSC)

EdD in Counselor Education & Supervision (EdD-CES)



VITERBO
UNIVERSITY

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Welcome

Welcome to the Clinical Handbook for the Counselor Education Department (CED) at Viterbo University. The CED houses three distinct programs of study:

- Master of Science in Clinical Mental Health Counseling (MSMHC)
- Master of Science in School Counseling (MSSC)
- Doctor of Education (EdD) in Counselor Education and Supervision (EdD-CES)

This handbook is designed to serve as a comprehensive resource for students, faculty, and site supervisors involved in the clinical training components of these programs. It provides essential information, guidelines, and procedures to ensure that all parties are well-informed and prepared to meet the standards of professional practice required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024) and our institution.

2024 CACREP: 4.G

Specifically, it provides the CACREP standards and definitions related to supervised practicum and internship, the supervision agreement process, the evaluation procedures and requirements, and the program's policy for student retention, remediation, and dismissal. These elements are essential for ensuring consistency, transparency, and high-quality training experiences across all programs.

2024 CACREP: 4.G.1, 4.G.2, 4.G.3, 4.G.4

Accreditation

Our Doctoral program in Counselor Education and Supervision (EdD-CES) and Master's in Clinical Mental Health Counseling (MSMHC) programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a mark of excellence in counselor education. Adhering to the 2024 CACREP Standards ensures that our clinical training meets the highest standards of quality, rigor, and relevance. This handbook is aligned with these standards, providing clear guidance on practicum and internship requirements, site supervision, and the responsibilities of all stakeholders involved in the clinical training process.

While our MS in School Counseling (MSSC) program is not yet accredited by CACREP, the department is actively working towards this accreditation over the 2025-2026 academic year. In the meantime, the MSSC program is supported and guided by the Wisconsin Department of Instruction (DPI), ensuring that our curriculum and clinical training meet state standards for school counseling.

2024 CACREP Standards

The 2024 CACREP Standards set forth comprehensive guidelines to ensure that counselor education programs deliver high-quality training that prepares students for professional practice. These standards cover a wide range of areas, including core curriculum requirements, student assessment, faculty qualifications, and the crucial professional practice components of internship. These guidelines are designed to ensure that students develop the necessary competencies to become effective, ethical, and culturally responsive counselors.

For more detailed information, please visit the [2024 CACREP Standards page](#).

Section 4: Professional Practice

Section 4 of the 2024 CACREP Standards sets forth the essential requirements for practicum and internship experiences in counselor education programs; specifically, in our Master's programs.

It mandates that programs provide comprehensive support to students in securing quality fieldwork sites, ensure students are covered by professional liability insurance, and require secure supervision methods such as audio or video recordings.

2024 CACREP: 4.A, 4.B, 4.C

The standards also emphasize the importance of exposing students to a variety of professional activities, including group leadership experiences, and call for both formative and summative evaluations of student performance.

2024 CACREP: 4.D, 4.E, 4.F

The standards also emphasize the importance of exposing students to a variety of professional activities, including group leadership experiences, and call for both formative and summative evaluations of student performance.

2024 CACREP: 4.G, 4.H, 4.I, 4.J

Professional development opportunities for site supervisors, and regular evaluations of both the placement process and fieldwork sites are also required to ensure the effectiveness and quality of the clinical training experience.

2024 CACREP: 4.K, 4.L, 4.M

Section 4 of the 2024 CACREP Standards also outlines specific qualifications for clinical faculty, doctoral student supervisors, and fieldwork site supervisors, clinical hour requirements, and supervision requirements for both practicum and internship courses.

2024 CACREP: 4.N, 4.O., 4.P.

Finally, these standards reinforce the importance of aligning practicum and internship course loads with appropriate faculty-to-student ratios to ensure high-quality supervision. Depending on the type of supervision provided, CACREP outlines specific limits on group size and supervision responsibilities to promote effective learning and ethical client care.

2024 CACREP: 4.Y, 4.Z, 4.AA, 4.BB

For more information, visit the [CACREP Section 4: Professional Practice page](#).

Section 6: Doctoral Standards

Section 6 of the 2024 CACREP Standards outlines the requirements specific to doctoral-level programs, including the EdD in Counselor Education and Supervision (EdD-CES). This section emphasizes the advanced training necessary for doctoral students to develop competencies in teaching, supervision, research, leadership, and advanced clinical practice. A significant component of Section 6 is the doctoral internship, which is designed to provide hands-on experience in these areas.

2024 CACREP: 6.C; 6.D

It mandates that the Counselor Education Department assesses doctoral student preparedness for internship, and provide assistance to those who need additional counseling skill preparation, that students complete 600 clinical hours of internship across 3 of the 5 CES domains, and that students are covered by liability insurance during internship experiences.

2024 CACREP: 6.C.1, 6.C.2, 6.C.3

It mandates that students' performance is evaluated, that doctoral students receive the appropriate individual and group supervision by qualified supervisors, and they have an opportunity to evaluate their internship site.

2024 CACREP: 6.C.4, 6.C.5, 6.C.6, 6.C.7, 6.C.8, 6.D.3, 6.D.4

Additionally, doctoral students must complete an internship in advanced clinical practice, secure recordings of client sessions for review, and complete supervision agreements.

2024 CACREP: 6.D.1, 6.D.2

Finally, these standards reinforce the importance of aligning internship course loads with appropriate faculty-to-student ratios to ensure high-quality supervision. Depending on the type of supervision provided, CACREP outlines specific limits on group size and supervision responsibilities to promote effective learning and ethical client care.

2024 CACREP: 6.E.1, 6.E.2

For more detailed information about Section 6 and its implications for doctoral training, please visit the [CACREP Section 6: Doctoral Standards page](#).

Counselor Education Department

Our counseling programs are dedicated to developing competent, ethical, and culturally aware counselors and counselor educators who are equipped to meet the diverse needs of individuals, families, and communities.

The MS in Clinical Mental Health Counseling (MSMHC) prepares students to work in a variety of mental health settings, offering the skills and knowledge necessary to address complex mental health issues.

The MS in School Counseling (MSSC) equips students to support the academic, career, and personal/social development of K-12 students, preparing them to make a meaningful impact in educational environments.

The EdD in Counselor Education and Supervision (EdD-CES) prepares graduates for leadership roles in academia, research, clinical supervision, and advanced clinical practice, fostering the next generation of counseling professionals.

For more detailed information about each of these programs, please visit our [Counselor Education Department webpage](#).

Department Roles

The Director of the Counselor Education Department is responsible for the overall administration and leadership of the counseling programs. This role includes strategic planning, faculty oversight, curriculum development, and ensuring the programs meet university and accreditation standards, such as those set forth by CACREP.

Director of Counselor Education Department

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Pronouns: They / Them

The Clinical Coordinator manages and oversees the practicum and internship components of the counseling programs. Responsibilities include coordinating placements, approving site supervisors, ensuring that placements meet the 2024 CACREP Standards, and serving as a liaison between the university, students, and clinical sites.

2024 CACREP: Section 4

In alignment with 2024 CACREP, the Clinical Coordinator provides ongoing support to help students identify and secure fieldwork sites that offer the quality, quantity, and variety of experiences necessary to prepare them for their roles and responsibilities as professional counselors within their specialized practice areas. The Clinical Coordinator ensures that all clinical experiences support program goals and accreditation requirements, while also offering individualized support to both students and site supervisors throughout the process.

2024 CACREP: 4.A

Clinical Coordinator for Counselor Education Department

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Clinical faculty are university-appointed and qualified educators responsible for teaching practicum and internship courses. They oversee and support students' clinical training, provide guidance, evaluate performance, and ensure students meet both program and licensure requirements. Clinical faculty also facilitate group supervision sessions, as outlined in the 2024 CACREP Standards.

2024 CACREP: 4.N; 4.T.1; 4.X.1; 6.C.6, 6.D.3

All five of our core faculty members routinely serve as clinical faculty. Contact information for each is provided below.

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A practicum/internship student is an enrolled graduate student in the Counselor Education Department program who is actively participating in supervised clinical field experiences, including practicum and internship. These students apply the knowledge and skills acquired through their coursework in real-world settings under the supervision of qualified professionals. Practicum students are typically in the early stages of their clinical training, focusing on foundational counseling skills, while internship students engage in more advanced, comprehensive counseling activities. Both practicum and internship experiences are essential for the student's professional development, providing opportunities to practice ethical, effective, and culturally competent counseling.

The student is responsible for maintaining individual professional liability insurance, completing the required direct and indirect hours, participating in supervision, maintaining accurate documentation, and adhering to the ethical and professional standards of the counseling profession as outlined by the American Counseling Association (ACA, 2014) Code of Ethics and/or American School Counseling Association (ASCA, 2022) Ethical Standards, 2024 CACREP Standards, and the program's policies.

2024 CACREP: 4.B

For more information, visit [ACA Code of Ethics](#) and [ASCA Ethical Standards](#).

Student Expectations

Key Professional Dispositions

Students in the Counselor Education Department are expected to demonstrate consistent professional attitudes and conduct, collectively referred to as Key Professional Dispositions (KPDs). These dispositions are foundational to ethical, effective, and culturally competent counseling practice. They reflect a student's openness to feedback, ability to navigate relationships with peers and faculty, personal

and professional self-regulation, and responsiveness to diverse individuals and communities.

To support the development of these qualities, our program utilizes the Professional Dispositions Competency Assessment – Revised (PDCA-R; Freeman & Garner, 2017). This research-based tool provides a structured framework for annually evaluating each student's professional dispositions, offering both formative feedback and documentation to guide professional growth.

The PDCA-R assesses ten key professional dispositions:

- Conscientiousness: Reliability in fulfilling responsibilities, preparedness, time management, and perseverance.
- Coping and Self-Care: Evidence of personal wellness practices, appropriate boundary-setting, and balance of commitments.
- Openness: Tolerance for ambiguity, curiosity, creativity, and willingness to engage in new experiences.
- Cooperativeness: Ability to collaborate effectively, accept feedback, and maintain respectful, collegial relationships.
- Moral Reasoning: Integrity, honesty, and sound ethical judgment, reflecting Kohlberg's moral development framework.
- Interpersonal Skills: Warmth, expressiveness, effective communication, and conflict resolution in diverse social contexts.
- Cultural Sensitivity: Awareness of and responsiveness to diversity, equity, inclusion, and intersectional identities.
- Self-Awareness: Insight into one's strengths, limitations, behavioral impact on others, and openness to self-improvement.
- Emotional Stability: Emotionally appropriate behavior and professionalism in clinical and academic settings.
- Ethical Behavior: Consistent adherence to professional, legal, and ethical standards in all counseling contexts.

Students will receive feedback on these dispositions annually, and results may inform professional development, academic advising, and, when needed, remediation plans. This process is part of the program's commitment to upholding the standards of excellence outlined in the 2024 CACREP Standards and the ACA (2014) Code of Ethics.

Counselor Competency and Fitness

Viterbo University and the Counselor Education Department expect students to uphold the highest professional, personal, and ethical standards. It is crucial that counseling professionals not only monitor their clients' behavior but also remain attentive to their own stresses and challenges. According to the 2014 American Counseling Association (ACA) Code of Ethics, Section F.8.b,

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 signs of distress, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services.

It is essential that students notify their supervisors promptly, especially in cases where legal consequences are involved, with notification expected within three days (72 hours). Clinical Faculty will also monitor students' behavior. Per Section F.9.b of the ACA Code of Ethics:

Counselor educators are responsible for continuously evaluating students' competencies. They are expected to assist students in obtaining remedial support when needed, seek consultation and document decisions regarding student dismissal or referrals, and ensure that students have timely recourse to address any decisions requiring them to seek assistance or leave the program.

Counseling demands a high level of performance and poses challenges that can impact one's ability to cope. If at any point you feel that your capacity to provide effective services is compromised, you are encouraged to seek professional assistance and notify your supervisor immediately.

Duty to Report

In alignment with Viterbo University's commitment to safety and compliance with Wisconsin state law, all individuals affiliated with the Counselor Education program, including students, faculty, and clinical site supervisors, are expected to act immediately and responsibly when they have knowledge of, observe, or suspect child abuse or neglect.

Mandatory Reporting Responsibilities

Per university policy and legal mandates, any person who, in the course of their academic or professional duties, observes or receives information indicating that a child (under age 18) has been abused or neglected, or is at risk of such harm, must report this concern.

This duty applies regardless of whether the incident occurs:

- On or off-campus
- During fieldwork, internship, classroom instruction, or any other university-sponsored activity
- In the child's home or any other setting

Expectations for Counselor Education Students

Counselor education students engaged in practicum or internship are expected to follow the reporting protocols of their assigned site while also complying with university and state requirements.

Students must immediately inform their site supervisor and faculty supervisor of any suspected abuse or neglect.

Students must report directly to county human/social services or law enforcement (e.g., sheriff or police) as soon as a reasonable suspicion arises.

Additionally, students must report the incident to the Practicum and Internship Coordinator and the Program Director without delay.

Expectations for Faculty and Clinical Site Supervisors

Faculty and site supervisors must model best practices in mandatory reporting and provide clear guidance to students.

All faculty and site supervisors are responsible for immediately reporting to the appropriate county authorities when concerns are raised.

Faculty must also report to the Vice President for Academics, Student Affairs, Human Resources, or Finance and Administration as outlined by the university's policy.

Site supervisors are expected to inform the Clinical Coordinator if any incident arises involving a program student at their site.

Documentation and Follow-up

The Vice President for Academics will serve as the university's central repository for incident reports.

The Counselor Education program will document student involvement and follow up to ensure appropriate professional, legal, and ethical responses.

Clinical Sites

Clinical sites play a crucial role in the practicum and internship experiences of counseling students, providing real-world settings where they apply their theoretical knowledge and develop their counseling skills. The selection and approval of clinical sites are guided by the 2024 CACREP Standards to ensure that these environments are conducive to student learning and meet the necessary professional and ethical standards.

Purpose of Clinical Sites

Clinical sites offer students the opportunity to engage in a variety of counseling activities under the supervision of qualified professionals. These settings are designed to mirror the environments in which students will eventually work as licensed counselors, school counselors, or counselor educators, allowing them to gain practical experience, build confidence, and develop the competencies required for professional practice.

Criteria for Clinical Site Selection

To be approved as a clinical site for the MS in Clinical Mental Health Counseling (MSMHC), MS in School Counseling (MSSC), and EdD in Counselor Education and Supervision (EdD-CES) programs, sites must meet the following criteria:

- **Accreditation and Licensure**
Clinical sites must operate within accredited institutions or organizations and must be legally recognized and licensed to provide mental health or educational services within their respective jurisdictions.
- **Site Supervisors**
The site must provide qualified site supervisors who meet the 2024 CACREP Standards. Supervisors must hold relevant degrees, certifications, and licenses; have a minimum of two years of relevant post-master's professional experience; have appropriate training in supervision; and be knowledgeable about the counseling program's expectations and evaluation procedures.
2024 CACREP: 4.P.1, 4.P.2, 4.P.3, 4.P.4, 4.P.5, 4.P.6, 6.C.6, 6.D.4
- **Diversity of Experience**
Sites should offer students a range of counseling experiences and expose students to diverse client populations and a variety of presenting issues. Additionally, clinical sites must provide students with an opportunity to become familiar with a wide variety of professional activities, resources, and technology as part of their practicum and/or internship experience.
2024 CACREP: 4.D

- **Ethical and Legal Compliance**
Clinical sites must adhere to all applicable ethical guidelines and legal requirements, including those related to confidentiality, informed consent, and client rights. Sites must also comply with institutional, state, federal, and international privacy laws, particularly when supervision involves audio or video recordings.

Responsibilities of Clinical Sites

Once a clinical site is approved, it must fulfill several responsibilities to ensure a successful and compliant clinical training experience:

- **Orientation for Supervisors**
Clinical sites should participate in the orientation provided by the Counselor Education Department to familiarize site supervisors with program requirements, evaluation procedures, and the expectations for student performance. If a site supervisor is unable to attend the orientation, please contact the clinical coordinator for an appointment.
2024 CACREP: 4.1
- **Supervision**
Provide regular, structured individual supervision that meets the frequency and content requirements outlined by 2024 CACREP standards. All students must complete a minimum of 1 hour of individual or triadic supervision per week with their assigned site supervisor throughout their practicum and/or internship experiences. This supervision ensures that students receive ongoing feedback, guidance, and support in their development as counselors. The supervision provided must align with the program's goals and competencies, supporting the student's progress toward professional readiness. If for any reason a site supervisor is unable to meet with a supervisee, it is the responsibility of the student and/or the clinical supervisor are asked to reach out to the clinical coordinator.
2024 CACREP: 4.S.3, 4.W.3, 6.C.7, 6.D.4
- **Evaluation of Student Performance**
Site supervisors are responsible for conducting formative and summative evaluations of student performance, providing feedback that is both constructive and aligned with the program's competencies and CACREP standards.
2024 CACREP: 4.F.; 4.G.3, 6.C.4
- **Audio / Video Recordings**
Clinical sites are expected to support the supervision of practicum and internship students through the use of secure audio or video recordings, and/or live

supervision of students' interactions with clients. All supervision practices must be in full compliance with applicable institutional, state, federal, and international privacy requirements.

2024 CACREP: 4.C, 6.D.1

- **Communication with the Program**

Maintain regular communication with the Clinical Coordinator and Clinical Faculty to discuss student progress, address any concerns, and ensure that the clinical experience is meeting the program's objectives.

2024 CACREP: 4.J

- **Compliance with Program Standards**

Ensure that all activities and practices at the site comply with the program's standards and policies, including those related to supervision, documentation, between term expectations, ethical practice, and abiding by the written supervision agreement (site supervisor contract).

2024 CACREP: 4.H, 4.I

Approval Process for Clinical Sites

The approval of clinical sites involves a thorough review process to ensure that the site meets all criteria set by the program and CACREP standards. The steps include:

1. **Initial Inquiry and Application**

Potential clinical sites express interest in hosting students and submit an application detailing their qualifications, available experiences, and supervision capabilities.

2. **Review by the Clinical Coordinator**

The Clinical Coordinator reviews the application to assess whether the site meets the necessary standards and criteria. This may include a site visit or virtual meeting to further evaluate the site's suitability.

3. **Final Approval**

Upon successful review, the site is formally approved, and site supervisors are provided with the necessary orientation and materials to begin supervising students.

4. **Ongoing Evaluation**

Approved clinical sites are regularly evaluated to ensure continued compliance with program standards. Sites that fail to maintain the required standards may be subject to reevaluation or removal from the approved site list.

Affiliation Agreement

To formalize the partnership between the clinical site and the Counselor Education Department, an Affiliation Agreement (Memorandum of Understanding, MOU) must be completed. This agreement outlines the roles and responsibilities of both the university and the clinical site, ensuring mutual understanding and compliance with accreditation standards and relevant legal and institutional requirements.

Approved clinical sites will receive an email containing a link to complete the agreement. Once submitted, the form will be routed for signatures from Counselor Education Department director and Viterbo University's Vice President of Academic Affairs. After their signatures, the clinical site will receive a finalized agreement for their records via email.

Supervision

Supervision is a fundamental component of counselor training, serving as a bridge between academic learning and professional practice. The purpose of supervision is to provide students with guidance, feedback, and support as they apply counseling theories and techniques in real-world settings. Supervision helps ensure that students develop the necessary competencies to become ethical, effective, and culturally competent counselors. It also safeguards the well-being of clients by ensuring that student counselors are well-prepared and appropriately guided throughout their clinical experiences.

2024 CACREP: 4.G.1

Supervision is structured to meet the standards set forth by the 2024 CACREP Standards, which emphasize the importance of both individual and group supervision in fostering student growth and ensuring the quality of counseling services provided during practicum and internship.

Supervision Requirements

The supervision requirements outlined below ensure that students receive consistent, high-quality support as they develop their professional competencies. These requirements are aligned with the 2024 CACREP Standards, which emphasize the importance of structured supervision in fostering student growth and ensuring the delivery of ethical and effective counseling services.

Individual Site Supervision

Individual site supervision refers to one-on-one or triadic sessions (one supervisor with two supervisees) where the student's clinical work is reviewed in detail by an approved site supervisor. This type of supervision is crucial for providing personalized feedback, addressing specific challenges, and ensuring that students are progressing in their development of counseling skills.

Requirements:

- **Frequency**
Students must participate in individual supervision for an average of one hour per week during their practicum and internship experiences.
2024 CACREP: 4.S.3, 4.W.3, 6.C.7
- **Minimum Hour**
 - For a traditional 16-week semester (fall and spring), students must complete a minimum of **16 hours** of individual site supervision (16 weeks * 1.0 hours per week).

- For a 12-week semester (i.e., summer), students must complete a minimum of **12 hours** of individual site supervision
(12 weeks * 1.0 hours per week).
- **Supervisors**
Individual supervision must be conducted by an approved **site supervisor** who meets the program’s supervisor qualifications, including licensure, experience, and relevant training in supervision and technology.
2024 CACREP: 4.P, 6.C.6, 6.D.4
- **Content**
Sessions should focus on the review of the student’s clinical work, including case discussions, review of session recordings, the application of counseling theories and techniques, and clinical documentation. Ethical considerations and professional development should also be addressed.
- **Documentation**
Supervisors and students are responsible for documenting each supervision session, including the date, duration, and topics discussed. This documentation must be maintained as part of the student’s clinical records and clinical hour logs.

Group Supervision

Group supervision provides a collaborative environment where students can discuss their clinical experiences, case studies, and professional development with their clinical faculty and peers. This form of supervision allows for the sharing of diverse perspectives and the development of a supportive professional network. These sessions provide a collaborative environment for learning, allowing students to gain diverse perspectives on counseling practice and receive feedback from both their peers and clinical faculty.

Requirements:

- **Frequency**
Students are required to participate in an average of 1.5 hours of group supervision a week during their practicum and internship experiences.
2024 CACREP: 4.T, 4.X, 6.C.8
- **Minimum Hours**
 - For a traditional 16-week semester (fall and spring), students must complete a minimum of **24 hours** of group supervision
(16 weeks * 1.5 hours per week).

- For a 12-week semester (i.e., summer), students must complete a minimum of **18 hours** of group supervision (12 weeks * 1.5 hours per week).
- **Supervisors**
Group supervision must be facilitated by **clinical faculty** members who meet the program’s qualifications for supervisors.
2024 CACREP: 4.N.; 4.T.1; 4.X.1, 6.C.6, 6.D.3
- **Content**
Group supervision sessions should include case presentations, peer feedback, discussions on ethical issues, and exploration of various counseling approaches. The group setting also provides opportunities for role-play, skill-building exercises, and reflection on personal and professional growth.
- **Documentation**
The content and attendance of group supervision sessions must be documented and maintained as part of the student’s clinical records and hour logs.
- **Faculty-to-Student Ratios**
 - When individual supervision is provided by clinical faculty (or a doctoral student under supervision), each clinical course should not exceed a 1:6 faculty-to-student ratio.
2024 CACREP: 4.Y
 - When clinical faculty (or a doctoral student under supervision) are only providing group supervision (i.e., individual supervision is provided solely by the clinical site), the clinical course should not exceed a 1:12 faculty-to-student ratio.
2024 CACREP: 4.Z
 - Group supervision for practicum and internship students must be conducted separately. Students from these levels should not be combined in the same group for supervision.
2024 CACREP: 4.AA
 - Group supervision in clinical courses should not exceed 12 students per group.
2024 CACREP: 4.BB

Supervisor Qualifications

Supervision quality is directly linked to the qualifications of the supervisors involved in the training process. The 2024 CACREP Standards specify the necessary qualifications for different types of supervisors to ensure they are well-equipped to guide and evaluate

counseling students effectively. These qualifications ensure that all supervisors, whether faculty or site-based, are well-prepared to support the professional development of MS and EdD students, providing high-quality supervision that aligns with CACREP standards and the goals of the counseling programs.

Site Supervisor: MSMHC & MSSC Programs

Fieldwork site supervisors for the MS in Clinical Mental Health Counseling (MSCMHC) and MS in School Counseling (MSSC) programs must meet the following qualifications outlined in the 2024 CACREP Section 4 standards:

- **Educational Background**
A minimum of a master’s degree, preferably in counseling or a related profession.
2024 CACREP: 4.P.1
- **Licensure and Certification**
Active terminal certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession.
2024 CACREP: 4.P.2
- **Professional Experience**
A minimum of two years post-master’s professional experience relevant to the CACREP specialized practice area in which the student is enrolled.
2024 CACREP: 4.P.3
- **Training in Supervision**
Relevant training for in-person and/or distance counseling supervision, ensuring they are equipped to guide and evaluate students effectively.
2024 CACREP: 4.P.4
- **Technology Training**
Relevant training in the technology utilized for supervision, particularly for programs that use distance education or telehealth services.
2024 CACREP: 4.P.5
- **Program Knowledge**
A thorough understanding of the program’s expectations, requirements, and evaluation procedures for students.
2024 CACREP: 4.P.6

Site Supervisor: EdD-CES Program

Fieldwork site supervisors for the EdD in Counselor Education and Supervision (EdD-CES) program must meet more advanced qualifications due to the higher level of

training and responsibility expected at the doctoral level:

- **Educational Background**
A doctorate in counselor education or a related field, or a graduate degree with specialized expertise to advance the student’s knowledge and skills.
2024 CACREP: 6.C.6.a; 6.D.4.a
- **Licensure and Certification**
Active terminal certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession.
2024 CACREP: 6.D.4.b
- **Professional Experience**
A minimum of two years of independent professional experience, emphasizing the supervisor's capability to provide advanced mentorship to doctoral students.
2024 CACREP: 6.D.4.c
- **Training in Supervision**
Relevant training for in-person and/or distance counseling supervision, with a focus on supervising doctoral students who may be involved in supervisory roles.
2024 CACREP: 6.D.4.d
- **Technology Training**
Relevant training in the technology utilized for supervision.
2024 CACREP: 6.D.4.e
- **Program Knowledge**
A solid understanding of the program’s expectations, requirements, and evaluation procedures for doctoral students.
2024 CACREP: 6.C.6.b; 6.D.4.f

Clinical Faculty / Faculty Supervisor

Clinical Faculty / Faculty Supervisors for the MS in Clinical Mental Health Counseling (MSCMHC), MS in School Counseling (MSSC), and EdD in Counselor Education and Supervision (EdD-CES) programs must meet the following qualifications outlined in the 2024 CACREP Section 4 standards:

- **Educational Background and Licensure**
Clinical faculty members serving as individual/triadic or group practicum/internship supervisors must hold relevant certifications and/or licenses, particularly in counseling or a related profession. This ensures they have the necessary expertise to guide students.
2024 CACREP: 4.N.1, 6.C.6.a, 6.D.3.a

- **Supervision Training**
Faculty supervisors must have relevant training for in-person and/or distance counseling supervision. This includes preparation in specific supervision modalities required by the program.
2024 CACREP: 4.N.2; 6.D.3.b
- **Technology Training**
Faculty supervisors must also have training in the technology used for supervision, particularly important in distance education or telehealth services.
2024 CACREP: 4.N.3; 6.D.3.c
- **Supervision of Doctoral Students**
Doctoral students who serve as individual/triadic or group practicum/internship supervisors for entry-level students must meet additional requirements, including completion of entry-level counseling degree requirements consistent with CACREP standards, preparation in counseling supervision, and be under regular supervision from a qualified faculty supervisor.
2024 CACREP: 4.O.1, 4.O.2, 4.O.3, 4.T.2, 4.W.3, 4.X.2,

Supervisor Qualifications Documentation Form

Every site supervisor and clinical faculty supervisor is required to complete a qualification form to ensure they meet the program's supervision standards. Please review the information provided via the link below and enter your licensure details as part of our compliance with CACREP requirements. This information is crucial in ensuring that our partnership meets the highest professional standards and continues to provide exceptional learning experiences for our students.

2024 CACREP: 4.N, 4.O, 4.P, 6.C.6, 6.D.3, 6.D.4

The Clinical Coordinator will email the documentation form to all supervisors. Once completed, this documentation becomes part of the Counselor Education Department's program records and is essential for maintaining accreditation and providing exceptional training experiences for our students.

Supervisor Training

To ensure that site supervisors are well-equipped to provide high-quality supervision and meet the standards set forth by 2024 CACREP, the Counselor Education Department hosts site-supervisor training sessions one to two times per academic year. These training sessions are designed to provide supervisors with the necessary knowledge, tools, and resources to effectively mentor and evaluate students.

2024 CACREP: 4.K, 6.C.6; 6.D.4

Additionally, site supervisors will have access to the following resources to enhance their supervision skills and understanding of program requirements:

- A short video highlighting the program requirements for practicum and internship, including expectations for site supervisors.
2024 CACREP: 4.P.6., 6.C.6.b, 6.D.4.f

- A training video focusing on relevant supervision strategies for in-person and distance counseling supervision, as well as the use of technology in supervision. This will help supervisors navigate any challenges related to distance education or telehealth services.
2024 CACREP: 4.P.4, 4.P.5; 6.D.4.d, 6.D.4.e

These resources and training opportunities are designed to provide site supervisors with the support and information they need to ensure that students receive a consistent, high-quality clinical training experience.

Clinical Experiences

The Clinical Experiences section outlines the practicum and internship opportunities within the counseling programs. These experiences allow students to apply their classroom learning in real-world settings under the guidance of experienced supervisors. The following sections provide details about the specific requirements and expectations for practicum and internship experiences.

Clinical Hours

- **Direct Hours**
Direct hours refer to the time students spend directly providing counseling services to clients. This includes individual counseling, group counseling, co-therapy, and other client-contact activities where therapeutic intervention is provided. For school counseling students this also includes the delivery of classroom guidance lessons and consultation activities with teachers, administrators and parents.
- **Indirect Hours**
Indirect hours are spent on activities related to the provision of counseling services that do not involve direct client contact. This includes observing/shadowing, case management, documentation, supervision, training, and other counseling-appropriate administrative duties.
- **Observing/Shadowing**
Observing or shadowing involves watching experienced counselors conduct sessions and other professional activities. This helps students learn by seeing how theory is applied in practice and gaining insight into different counseling techniques and styles. Students do not engage in the therapeutic process during these sessions. Shadowing/observing only counts as indirect hours. Students are allowed to shadow licensed clinicians (i.e., with a training license or terminal license) but are not permitted to shadow other counseling students or interns.
- **Co-Therapy**
Co-therapy involves a student and a licensed clinician working together with a client or group. This provides students with the opportunity to learn through collaboration, observe different techniques, and receive immediate feedback from their co-therapist. Students may engage in co-therapy with a licensed professional (i.e., with a training license or terminal license). Students are not permitted to do co-therapy with another student unless it is for group therapy sessions or approved by the Clinical Coordinator/Clinical Faculty. Co-therapy

counts as direct hours.

Clinical Services

- Individual Counseling

Individual counseling or services involves a student providing one-on-one therapeutic services to an individual. This direct service allows the student to develop key counseling skills such as rapport building, active listening, and therapeutic intervention. Students engage in the counseling process by conducting sessions focused on the individual's mental, emotional, or behavioral issues. These individual counseling or services count as direct hours and toward the student's practicum or internship requirements.

- Group Counseling

Group counseling or services involves a student facilitating or co-facilitating a counseling group with multiple individuals. This setting allows students to develop group dynamics and leadership skills while addressing the collective concerns of participants. Group counseling offers opportunities for students to work on group management, therapeutic interventions, and conflict resolution. These hours are considered direct hours and are essential for meeting practicum and internship requirements.

- In accordance with CACREP 2024 Standards, Master's students must lead or co-lead a counseling or psychoeducational group during either their practicum or internship to further develop their group counseling skills.

2024 CACREP: 4.E

- Not all clinical sites offer opportunities for group counseling or psychoeducational group facilitation. Master's students whose clinical placements do not provide group counseling experiences must proactively collaborate with the Clinical Coordinator to secure alternative arrangements. This may involve placement at an additional site or coordination of an on-campus or community-based group to ensure this essential CACREP requirement is met.

- Psychoeducation

Psychoeducation involves the delivery of structured educational sessions aimed at increasing participants' understanding of psychological concepts, mental health, and wellness strategies. These sessions may be conducted with individuals or groups and focus on providing knowledge and skills to help

participants better manage their mental health or navigate life challenges. Psychoeducational activities are considered direct hours when they involve direct interaction with participants, and they are essential for developing communication, teaching, and counseling skills.

- **Outreach**

Outreach services involve student-led activities designed to raise awareness, promote mental health education, and provide support to communities or specific populations. These activities may include workshops, presentations, or community events that address topics such as stress management, mental health literacy, or crisis prevention. While outreach often includes psychoeducation components, it also focuses on building connections with the community and offering preventative services. Outreach activities may count as indirect or direct hours depending on the level of client interaction involved.

Clinical Courses

Practicum: MSMHC & MSSC Programs

Practicum is the initial, supervised field experience in which students apply counseling theories and techniques learned in the classroom to real-world situations. It involves a combination of direct and indirect hours, allowing students to gain foundational experience in providing counseling services under the close supervision of a qualified professional. The practicum is designed to introduce students to the practice of counseling and is a prerequisite for the more extensive internship experience.

2024 CACREP: 4.G.1

Students in the MS in Clinical Mental Health Counseling (CMHC) and MS in School Counseling (MSSC) programs must complete 3 credit hours of practicum over the course of a single semester, which must span at least 8 weeks. Practicum includes a minimum of 100 total clinical hours. Of the 100 hours, at least 40 hours must be direct service hours, where students provide counseling services such as individual or group counseling, co-therapy, and other direct client interactions.

2024 CACREP: 4.Q, 4.R

Students must complete 1.0 hours of individual site supervision and an average of 1.5 hours of group supervision each week.

2024 CACREP: 4.S.3, 4.T.1

CACREP prohibits additional practicum hours to “roll-over” into internship. To advance into their internship experiences, students must earn a grade of B or higher in their practicum course.

2024 CACREP: 4.U

The CMHC practicum course is COUN 690 and the MSSC practicum course is COUN 691.

Practicum Criteria / Requirement	MSMHC	MSSC	2024 CACREP
# of Semesters	1	1	Section 4.Q
Minimum Total Hours	100	100	Section 4.Q
Minimum Total Direct Hours	40	40	Section 4.R
Hours per week of individual / triadic site supervision	1	1	Section 4.S.3
Hours per week of group supervision with clinical faculty (practicum class)	1.5	1.5	Section 4.T.1
Course: COUN	690	691	
Course Credit Hours	3	3	
Minimum Grade to Advance to Internship	B	B	

Internship: MSMHC & MSSC Programs

Internship is a more advanced, comprehensive field experience that builds on the skills developed during the practicum. It involves a greater number of direct and indirect hours, allowing students to engage in more complex and diverse counseling activities. The internship provides students with the opportunity to further refine their counseling skills, take on increased responsibilities, and gain deeper insights into the professional practice of counseling. Internships are essential for preparing students for entry into the counseling profession.

2024 CACREP: 4.G.1

Students in the MS in Clinical Mental Health Counseling (CMHC) and MS in School Counseling (MSSC) programs must complete 6 credit hours of internship over a minimum of 2 academic semesters. The internship requires students to accumulate a total of 600 hours, of which at least 240 hours must be direct service hours. Direct service includes activities such as individual or group counseling, co-therapy, and other client-focused interactions.

2024 CACREP: 4.U, 4.V

To complete the 6 credits of internship and the 600 required hours concurrently, students are encouraged to complete approximately 100 hours (40 direct service hours)

per credit hour of internship.

Students must complete 1 hour of individual site supervision per week and an average of 1.5 hours of group supervision per week through the internship course. Typically, group supervision is offered in 3-hour sessions every other week throughout the semester.
2024 CACREP: 4.W.3, 4.X.1

The maximum number of internship credit hours a student may enroll in per semester is 3 credits. Students completing both the MSMHC and MSSC programs must consult with their advisor to develop an internship sequence that is feasible and aligned with program requirements. Students may not enroll in MSMHC and MSSC internship courses during the same semester.

- **CMHC Students**
Enroll in COUN 695 and complete this course multiple times until they meet the 6-credit and 600-hour requirements.
- **MSSC Students**
Must complete two separate internship experiences: one in elementary school counseling (COUN 692) and one in secondary school counseling (COUN 693). There is no requirement for which course must be taken first, as long as both are completed.

All students must complete all assignments associated with COUN 692, 693, and 695 each semester, regardless of credit hour enrollment, ensuring a consistent learning experience across varying credit hours.

Internship Criteria / Requirement	MSMHC	MSSC	2024 CACREP
Minimum # of Semesters	2	2	
Minimum Total Hours	600	600	<i>Section 4.U</i>
Minimum Total Direct Hours	240	240	<i>Section 4.V</i>
Hours per week of individual / triadic site supervision	1	1	<i>Section 4.W.3</i>
Avg. hours per week of group supervision with clinical faculty (internship class)	1.5	1.5	<i>Section 4.X.1</i>
Course: COUN	695	692, 693	
Maximum Credit Hours per Semester	3	3	

Total Course Credit Hours	6	3 of both	
Minimum Grade to Advance to Internship	B	B	

Internship: EdD-CES Program

Students in the Doctor of Education in Counselor Education and Supervision (EdD-CES) program must complete 9 credit hours of doctoral internship, accumulating a total of 600 hours of supervised experience. The internship is designed to provide advanced training across three of the five key domains of counselor education and supervision: advanced practice, leadership/advocacy, research, supervision, or teaching.

2024 CACREP: 6.C.2

Students must complete at least one internship experience in advanced clinical practice. This requirement includes a minimum of 100 hours (1.5 credit hours), though students may elect to complete 200 hours (3 credit hours) in advanced clinical practice if desired.

2024 CACREP: 6.C.2

Students must complete their remaining internship hours across at least two of the four CES domains: leadership and advocacy, research and scholarship, supervision, and teaching. Depending on the number of hours completed in advanced clinical practice, this will total either 500 remaining hours (7.5 credit hours) or 400 remaining hours (6 credit hours) across those domains.

2024 CACREP: 6.C.2

Students must complete 1.0 hours of site supervision and 1.5 hours of group supervision each week of internship experience.

2024 CACREP: 6.C.7, 6.C.8,

The maximum number of internship credit hours a doctoral student can take in a single semester is 6 credits.

Prerequisites

Before enrolling in specific internship experiences, students in the Doctor of Education in Counselor Education and Supervision (EdD-CES) program must complete the following prerequisite courses to ensure adequate preparation in each domain:

- **Teaching Internship**
Students must complete COUN 725: Pedagogy in Counselor Education before enrolling in a teaching-focused internship.
- **Research Internship**
Students must complete COUN 710: Advanced Quantitative Research Methods

or COUN 712: Advanced Qualitative Research Methods before pursuing a research-focused internship.

- **Leadership/Advocacy Internship**
Students must complete COUN 729: Leadership and Advocacy in Counselor Education to engage in a leadership or advocacy-focused internship.
- **Supervision Internship**
Students must complete COUN 715: Supervision Theory and Practice and COUN 745: Advanced Supervision in Counselor Education before undertaking a supervision-focused internship.

These prerequisites ensure that students have a strong foundation in their selected domains before advancing to supervised internship experiences.

Criteria / Requirement	EdD-CES	2024 CACREP
Minimum # of Semesters	2	
Minimum Total Hours	600 across 3 CES domains	<i>Section 6.C.2</i>
Total Direct Hours	NA	
Hours per week of individual / triadic site supervision	1	<i>Section 6.C.7</i>
Hours per week of group supervision with clinical faculty (internship class)	1.5	<i>Section 6.C.8</i>
Course: COUN	780	
Total Credit Hours	9	
Maximum Credit Hours per Semester	6	
Minimum Grade to Progress	B	

Clinical Forms

All students in the MS in Clinical Mental Health Counseling (CMHC), MS in School Counseling (MSSC), and EdD in Counselor Education and Supervision (EdD-CES) programs are required to complete specific clinical forms during each semester of their practicum and internship experiences. These forms are critical for ensuring compliance with program and accreditation standards, and for maintaining clear communication between students, site supervisors, and clinical faculty.

Clinical Placement

The Clinical Placement Form is a critical requirement for all students entering practicum or internship experiences. This form must be completed by the student and submitted by the assigned site supervisor to the department by the specified deadline each semester of professional sequence. The form ensures that all students are appropriately placed at clinical sites and that site supervisors are aware of and will meet all requirements.

The process for completing the form is as follows:

- **Student Completion**
The student begins by entering their personal information, selecting whether they need to be enrolled in practicum or internship, and specifying the number of credits (for internships). The student must enter their assigned site supervisor's name and email address. Once submitted by the student, the form is then automatically routed to the site supervisor for confirmation.
- **Site Supervisor Confirmation**
The site supervisor must verify that they will serve as the site supervisor for the student. If the supervisor agrees, they must confirm that they will provide 1 hour of individual supervision per week in accordance with CACREP standards. This supervision is required to meet the department's standards for comprehensive learning and professional development.
2024 CACREP: 4.S.3, 4.W.3, 6.C.7
- **Course Enrollment**
After the site supervisor completes the site supervisor confirmation, the form is routed to the Clinical Coordinator for review. The Clinical Coordinator will review and verify that clinical site affiliation agreement and site supervisor credentials are on file with the Counselor Education Department. Once approved, the student will be enrolled by the Clinical Coordinator the appropriate practicum or

internship course for the upcoming semester.

- **Deadline**
The Clinical Placement Form must be completed by both the student and their assigned site supervisor, and returned to the Clinical Coordinator at least two weeks prior to the start of the semester. Failure to complete and submit the form by the deadline will impact the student's enrollment in practicum or internship for that semester. It is the student's responsibility to notify their site supervisor once the form has been submitted to ensure timely completion. Missing the deadline may result in the student being unable to begin their practicum or internship, which could delay their progress in the program.
- **[Submit Clinical Placement Form Here](#)**

It is crucial that students ensure the form is accurately completed and submitted on time to avoid any delays in course enrollment or practicum/internship participation.

Professional Liability Insurance

Professional liability insurance must be filed and valid for the entire duration of each practicum and internship semester. Students are not permitted to continue seeing clients or accruing practicum/internship hours if this form is not submitted by the end of the first week of the current semester of clinical practice. Failure to meet this requirement will result in the immediate suspension of clinical activities.

2024 CACREP: 4.B, 6.C.3

- **Master's Students**
Students are encouraged to obtain professional liability insurance through the American Counseling Association (ACA) or the American School Counselor Association (ASCA) as part of their student membership. This coverage is mandatory for all MS students. Visit [ACA](#) or the [ASCA](#) sites for more information.
- **Doctoral Students**
Students are not covered by ACA's student membership liability insurance. Therefore, they must obtain their own insurance regardless of which CES domain (e.g., supervision, teaching, advanced practice, research, leadership/advocacy) they are completing their internship in.

Students must submit valid proof of professional liability insurance by the end of the first week of each practicum and internship semester. Failure to meet this deadline will result in the immediate suspension of all clinical activities, including client contact and accumulation of clinical hours, until documentation is received and approved.

Instructions for Submission:

- **Purchase Insurance**
 - Obtain professional liability insurance from an approved provider

- **Complete the eTrieve Submission Form**
 - Click the following link to access the required form:
[Submit Proof of Insurance via eTrieve](#)

 - Attach a PDF copy of your professional liability insurance certificate to the eTrieve form.

 - Complete all required fields accurately before submitting.

- **Approval Process**
 - Once submitted, the form will be automatically routed to the Clinical Faculty and subsequently to the Clinical Coordinator for review and approval.

 - You will receive an email notification when your form has been approved.

- **Submit to Moodle**
 - After receiving approval, download a copy of the approved eTrieve form (it will include your attachment and verification).

 - Upload both the approved eTrieve form and your liability insurance certificate to your assigned course Moodle site under the designated submission area.

Site Supervisor Contract

All students are required to submit a Site Supervisor Contract by the end of the second week of the semester in which they are enrolled in practicum or internship. This form must be completed by the student and their site supervisor, and signed by the student, site supervisor, and clinical faculty member.

2024 CACREP: 4.H, 4.G.2, 6.D.2

This written supervision agreement meets the 2024 CACREP standards and serves several essential functions:

- **Roles and Responsibilities**

The contract clearly defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during the practicum or internship experience.

2024 CACREP: 4.H.1, 6.D.2.a

- **Emergency Procedures**

The agreement includes the site's designated emergency procedures, ensuring clear protocol in the event of a crisis or urgent situation.

2024 CACREP: 4.H.2, 6.D.2.b

- **Consultation Format and Frequency**

The contract outlines the expected format and frequency of consultation between the university and the site supervisor to monitor student learning and professional development.

2024 CACREP: 4.H.3, 6.D.2.c

Failure to submit this signed contract by the deadline will result in the immediate suspension of all clinical activities. Students are not permitted to accrue clinical hours or see clients until the completed agreement is approved by the Clinical Coordinator and/or Clinical Faculty.

Instructions for Submission:

- **Student Access the eRetrieve Form**

Click the following link to begin the Site Supervisor Contract process:

[Submit Site Supervisor Contract via eRetrieve](#)

- Complete all required student and site information fields.
- Enter your Site Supervisor's full name and accurate email address.
- Click "Submit" to send the form to your Site Supervisor for completion.

- **Notify Your Site Supervisor**

- Immediately after submitting, send a professional email to your Site Supervisor, notifying them that they will receive an automated email from eRetrieve requiring their input.
- Explain that they will need to meet with you to discuss and complete their portion of the form.

- Site Supervisor Section – Completing the Form

The Site Supervisor must complete the following fields in consultation with you:

- Day and time of weekly individual supervision
- Procedure for handling client cancellations
- Emergency procedures used by the site

Once complete, the supervisor submits the form electronically.

- Approval Process

- Once submitted, the form will be automatically routed to the Clinical Faculty and subsequently to the Clinical Coordinator for review and approval.
- Student will receive an email notification once your form has been approved.

- Submit to Moodle

- After receiving approval, download a copy of the approved eRetrieve form.
- Upload this approved form to your assigned course Moodle site in the designated submission area.

Evaluations: Clinical Skills and Professional Development

To ensure robust evaluation and support of student development during clinical training, all practicum and internship students in the master’s-level Counselor Education program will undergo two formal evaluations each semester: a mid-term evaluation and a final evaluation.

2024 CACREP: 4.G.3

Evaluation Instruments and Process

The primary tool used for evaluating students' clinical competencies is the Counselor Competencies Scale—Revised (CCS-R; Lambie et al., 2014). The CCS-R is a research-based assessment that evaluates students across two domains:

1. Counseling Skills and Therapeutic Conditions: Includes use of reflection, summarization, confrontation, empathy, goal setting, and more.

2. Professional Dispositions and Behaviors: Assesses ethical conduct, professional boundaries, emotional regulation, multicultural competencies, openness to feedback, and initiative.

Each domain includes multiple rating categories, with scores ranging from **1 (Harmful) to 5 (Exceeds Expectations)**. The CCS-R provides specific counseling descriptors for each item and clear definitions for each rating level (1–5), offering transparency for students and support for site supervisors completing the evaluations. This clarity helps ensure consistency in scoring and meaningful, developmentally appropriate feedback.

This structured framework allows for both formative and summative insights into a student's development and readiness for professional practice, aligning with the program's gatekeeping responsibilities and CACREP standards.

- Mid-Term Evaluation

At the semester's midpoint, the **site supervisor** completes the CCS-R to assess the student's performance in core areas such as counseling skills, ethical behavior, professionalism, and cultural responsiveness. This evaluation promotes timely feedback and informs developmental goals for the remainder of the semester.

2024 CACREP: 4.F, 4.G.3, 6.C.4

- Final Evaluation

At the conclusion of the semester, the **site supervisor** completes a second CCS-R to provide a comprehensive review of the student's growth and competence across all measured areas. This summative evaluation is a key component of clinical progression and gatekeeping.

2024 CACREP: 4.F., 4.G.3, 6.C.4

Evaluation Review and Follow-up

After each evaluation, the student, site supervisor, and clinical faculty member will participate in a brief meeting to review the evaluation results. If any areas are marked as below expectations, an action plan will be created to help the student address these concerns.

2024 CACREP: 4.J

Instructions for Submission:

- Student Section – Initiating the Form
 - Access the Mid-Term or Final Evaluation form in eTrieve (link coming soon).

- Complete all required student and site information fields.
- Enter the following clinical hour totals to date:
 - Total Hours
 - Total Direct Service Hours
 - Total Individual Site Supervision Hours
- Enter your Site Supervisor’s full name and accurate email address.
- Click “Submit” to route the form to your Site Supervisor for their completion.

- Notify Your Site Supervisor
 - Immediately after submitting, send a professional email to your Site Supervisor, notifying them that they will receive an automated email from eTrieve requiring their input.
 - Explain that they will need to meet with you to discuss and complete their portion of the form.

- Site Supervisor Section – Completing the Form
 - Your Site Supervisor will:
 - Complete the Mid-Term or Final Evaluation, in consultation with you.
 - Assess competencies and provide narrative feedback, as appropriate.
 - Submit the completed form via eTrieve.

- Clinical Faculty Section – Evaluation Review Meeting
 - After submission by the Site Supervisor:
 - The form is routed to your Clinical Faculty Supervisor.
 - Your Clinical Faculty member will document the date and time of the required evaluation review meeting held with you and your Site Supervisor.
 - Once complete, they will submit the form.

- Approval Process
 - The completed evaluation will be routed to the Clinical Coordinator for final review and approval.
 - Once approved, you will receive an email notification confirming approval.

- Submit to Moodle
 - After approval:

- Download a copy of the approved eRetrieve form (which includes all completed sections).
- Upload this document to your assigned course Moodle site in the designated submission area.

Hour Logs

Students are required to document their clinical hours throughout the semester. These hour logs must be updated regularly and submitted at designated intervals during the semester. The log should differentiate between direct service hours and indirect service hours and be signed by the site supervisor to verify the hours completed.

2024 CACREP: 4.Q; 4.R; 4.S; 4.T; 4.U; 4.V; 4.W; 4.X, 6.C.2, 6.C.7, 6.C.8

Instructions for Submission:

- Follow the instructions provided by your course instructor regarding:
 - Frequency of log submissions (e.g., weekly, bi-weekly, monthly)
 - Required format (log sheets, digital templates, etc.)
 - Method of submission (e.g., Moodle upload, email, or hard copy)
- Refer to your course syllabus and the Moodle course site for the most up-to-date expectations and deadlines.

Certification of Semester Clinical Hours

At the end of each practicum or internship term, students must complete and submit a Certification of Semester Clinical Hours form. This form serves as an official record verifying the total number of direct and indirect service hours accrued during the semester.

2024 CACREP: 4.Q; 4.R; 4.S; 4.T; 4.U; 4.V; 4.W; 4.X, 6.C.2, 6.C.7, 6.C.8

To complete this process:

- Students must ensure their hour logs are accurate and up to date, in accordance with CACREP guidelines and course expectations.
- The hour log must be signed by the site supervisor, confirming the accuracy and completion of all reported hours. In situations in which a site supervisor may not be available to sign the form, please reach out to the clinical coordinator for direction.

- Once all hours are finalized, students must submit the Certification of Semester Clinical Hours form, along with their signed log, as directed in the course syllabus and Moodle site.

This certification is a critical component of the clinical file and must be completed at the conclusion of each term in which a student is enrolled in a clinical course.

Instructions for Submission:

- Student Access the eTrieve Form
 - Click the following link to initiate the form:
[Submit Certification of Semester Clinical Hours via eTrieve](#)
- Enter Clinical Hours
 - Carefully enter your finalized clinical hours for the semester. You must complete all of the following fields:
 - Individual Therapy Hours
 - Group Therapy Hours
 - All Other Direct Hours
 - Total Direct Hours
 - Individual Site Supervision Hours
 - Group Supervision Hours (e.g., practicum/internship class)
 - All Other Indirect Hours
 - Total Indirect Hours
- Attach Hour Log
 - Upload your completed and signed hour log to the form as a PDF. This log must be verified and signed by your site supervisor.
- Submit the Form
 - Click “Submit” to route the form to your Site Supervisor.
- Notify Your Site Supervisor
 - Immediately after submitting, send a professional email to your Site Supervisor, notifying them that they will receive an automated email from eTrieve requiring their input.
- Site Supervisor Review and Approval
 - Your Site Supervisor will:
 - Review the total hours submitted
 - Confirm the accuracy of the attached hour log
 - Submit their approval electronically via eTrieve
- Approval Process

- Once submitted, the form will be automatically routed to the Clinical Faculty and subsequently to the Clinical Coordinator for review and approval.
- Student will receive an email notification once your form has been approved.
- Submit to Moodle
 - After receiving approval, download a copy of the approved eTrieve form.
 - Upload this approved form to your assigned course Moodle site in the designated submission area.

Evaluation of Site

At the end of each semester, students will complete an evaluation of their site supervisor and the clinical site. This feedback is important for maintaining high standards of training and addressing any potential areas for improvement. These evaluations are confidential and will be reviewed by the clinical faculty to assess the effectiveness of the site and the supervision experience.

2024 CACREP: 4.M, 6.C.5

Instructions for Submission:

- Student Access the eTrieve Form
 - Click the following link to begin the evaluation:
[Submit Evaluation of Clinical Site and Site Supervisor via eTrieve](#)
- Complete the Evaluation Form
 - Reflect thoughtfully on your clinical experience and complete all required fields, including feedback on supervision, site support, and the overall quality of the placement.
- Submit the Form
 - Once completed, click “Submit” to route the form to the Clinical Faculty for review.
- Approval Process
 - Once submitted, the form will be automatically routed to the Clinical Faculty and subsequently to the Clinical Coordinator for review and approval.

- Student will receive an email notification once your form has been approved.
- Submit to Moodle
 - After receiving approval, download a copy of the approved eTrieve form.
 - Upload this approved form to your assigned course Moodle site in the designated submission area.

One-Time Certification: Professional Sequence Completion

The Certification of Professional Sequence form is a comprehensive record where students document all clinical hours accumulated throughout their practicum and internship experiences at the conclusion of their last semester of internship. This form consolidates the total direct and indirect service hours completed across the entire professional sequence. Upon completion of the program's clinical requirements, students must verify and certify that they have met all the required hours and fulfilled program expectations. This certification ensures that students have completed all practicum and internship hours as outlined by the program and CACREP standards, serving as a critical step before program completion and graduation.

2024 CACREP: 4.Q; 4.R; 4.S; 4.T; 4.U; 4.V; 4.W; 4.X; 6.C.2, 6.C.7, 6.C.8

Instructions for Submission:

- Student Access the eTrieve Form
 - Click the following link to begin the evaluation:
[Submit Certification of Professional Sequence Hours via eTrieve](#)
- Complete the Form
 - Enter all required information carefully and thoroughly.
 - Double-check all entries for accuracy before submission.
- Submit the Form
 - Once completed, click “Submit” to route the form to the Clinical Faculty for review.
- Approval Process
 - Once submitted, the form will be automatically routed to the Clinical Faculty and subsequently to the Clinical Coordinator for review and approval.

- Student will receive an email notification once your form has been approved.
- Submit to Moodle
 - After receiving approval, download a copy of the approved eTrieve form.
 - Upload this approved form to your assigned course Moodle site in the designated submission area.

Departmental Policies

The following policies guide students, faculty, and clinical sites during their practicum and internship experiences to ensure consistent, high-quality training while aligning departmental, university, and CACREP standards.

University Breaks

Students are only authorized to engage in practicum or internship activities, including attending clinical sites, providing services, or accruing clinical hours, during the dates they are officially enrolled in their practicum or internship course. This policy means students are not permitted to participate in any professional sequence activities during breaks between semesters, regardless of their site's availability or preference. Practicum and internship work is strictly limited to the active dates of university course enrollment.

However, students may continue practicum or internship activities during university-scheduled holidays (e.g., fall break, spring break, federal holidays) if the holiday occurs within an active semester and the clinical site permits student attendance. Students are expected to communicate with both their site supervisor and clinical faculty regarding their schedules during these times.

The longest required break between semesters typically occurs during the winter holiday, when fall courses end in mid-December and spring courses do not resume until mid to late January. This break requires intentional planning with site supervisors to ensure continuity of care for clients. Students are encouraged to work closely with their clinical sites and faculty supervisors to prepare ethically and responsibly for this required break in services between the fall and spring terms.

Incomplete vs. Additional Credits of Internship

In some circumstances, internship students may successfully complete 6 credits of internship but fail to meet the required 600 total hours (or 240 direct service hours). To address these situations equitably, the department has developed a policy that outlines when a student will receive an incomplete for their internship course versus when they will need to enroll in an additional credit of the internship course. This policy ensures that students are held to the program's high standards while also providing flexibility to complete the remaining hours under specific conditions.

Incomplete

Incomplete status for the student's last semester of internship will be granted if the student meets the following criteria:

- **Completion of Credit Hours**
The student will have successfully completed 6 credits of COUN 695 with a grade of B or higher.
- **Assignments and Paperwork**
All internship course assignments, paperwork, site supervision, group supervision, and individual supervision with clinical faculty must be completed by the end of the semester. An incomplete will only be granted for lacking direct service hours.
- **Deficit in Direct Hours**
The student must be within 20 direct client hours of the 240-hour requirement (i.e., at least 220 direct hours completed), or if more than 20 hours short, they must demonstrate the ability to complete the remaining hours within 4 weeks, as verified by the Clinical Coordinator.
- **Documentation of Hour Concerns**
A documented conversation about hour concerns between clinical faculty, the student, the site supervisor, and the Clinical Coordinator must occur before the last 3 weeks of the semester.
- **Timeline for Completion**
The student must spend a minimum of 2 weeks at the clinical site the following semester to ensure appropriate referrals and warm handoffs for ethical client care. The remaining direct hours must be completed by the end of the 4th week of the following semester.
- **Documented Emergency/Crisis**
A documented student emergency or crisis that impacted the student's ability to see clients or complete coursework will be reviewed per university protocol, provided the student meets the above incomplete criteria.

Requirements for Incomplete:

- New Site Supervision Contract
The student must complete a new site supervisor contract outlining the timeline for completing hours. The site supervisor must acknowledge and approve the timeline (i.e., 2-4 weeks only). This contract must be signed by the student, site supervisor, and clinical faculty.
- Group Supervision
The student must continue attending the internship course for group supervision sessions until released.
- Individual Supervision
The student must continue individual site supervision until released.
- Hour Logs
The student must submit hour logs to verify the completion of remaining hours and submit final documentation requirements.
- Student Release
The student will be released from the clinical site, individual supervision, and group supervision after clinical faculty and the Clinical Coordinator review and approve the hour logs. The incomplete will be updated to the grade earned in the internship course.
- Coursework
The student will not be required to complete internship assignments for the current semester.
- Financial and Academic Implications
The incomplete paperwork must be submitted by clinical faculty through E-trieve by the university's incomplete deadline. The student will not enroll in additional internship credits or pay additional tuition/fees. The student's graduation date will not be impacted. However, licensure paperwork will not be completed until all hours are completed.
- Failure to Meet Requirements
If the student fails to meet the requirements by Monday morning of Week 5, the student will be enrolled in 1 credit of internship and will be required to pay tuition/fees, complete all group and individual supervision, internship course assignments, and continue seeing clients for the remainder of the semester, even after hour requirements are met. The student's graduation date will be adjusted accordingly.

Additional Credit

A student will be required to complete additional credits of internship course if:

- **Completion of Credit Hours**
The student has successfully completed 6 credits of internship with a grade of B or higher.
- **Significant Deficit**
The student is more than 20 direct client hours short of the 240-hour requirement and cannot demonstrate the ability to complete the remaining hours within 4 weeks, as verified by the Clinical Coordinator.

Requirements for Additional Credit:

- **Financial and Academic Implications**
The student will be enrolled in an additional credit of internship, pay the associated tuition/fees, and the graduation date will be adjusted accordingly.
- **Full Participation**
The student must fully participate in the internship course, including attending all group supervision sessions, completing all course assignments, and continuing individual site supervision.
- **Clinical Hours**
The student must continue seeing clients at the clinical site throughout the remainder of the semester, even after the hour requirement is met.

Gatekeeping Responsibilities

Gatekeeping is a fundamental ethical and professional responsibility in counselor education. Counselor educators are ethically required to evaluate student competence and take appropriate action when a student's behavior or performance raises concerns. This ensures that only those who are academically prepared, clinically competent, and professionally ethical enter the counseling profession.

2024 CACREP: 4.G.4

This process is grounded in the ACA Code of Ethics (2014), specifically:

- **F.6.a. Gatekeeping and Remediation** – Counselor educators must develop and implement procedures to assess student development and provide remediation as needed.
- **F.6.b. Counselor Educators and Student Competency** – Educators must assist students in securing remedial assistance when needed and dismiss those who are unable to provide competent professional services.
- **F.9.b. Limits of Confidentiality** – Educators inform students from the beginning of training of the need to address issues of professional competence and the conditions under which information may be shared.
- **F.9.c. Counselor Educator Competence** – Educators provide ongoing evaluations of students and document concerns related to competence.

Gatekeeping in this program involves continuous assessment of students' academic progress, clinical competence, and professional behavior. This includes reviewing coursework, supervision feedback, disposition evaluations, and ethical conduct across all learning environments.

When a concern is identified, the faculty initiates a remediation process. Should a student fail to meet program expectations despite remediation efforts, the program may take further steps, including delaying clinical progression or recommending dismissal. These actions, while difficult, are critical to maintaining the ethical standards of the profession and protecting future clients and communities.

Academic Integrity

All Viterbo University graduate students are expected to uphold the highest standards of academic integrity, which includes honesty, trustworthiness, and ethical behavior in both academic and professional contexts. As members of a Catholic Franciscan university community, students must not engage in plagiarism, cheating, falsification, or other forms of academic misconduct, and are expected not to tolerate such actions by others.

Clinical and fieldwork activities are considered academic requirements and therefore fall under the university's Academic Integrity Policy. Any act that compromises the integrity of clinical training, such as misrepresenting supervision hours, falsifying case notes or client interactions, or submitting others' work as your own in clinical assignments, will be treated as a violation of academic honesty.

Examples of academic misconduct particularly relevant to clinical or field settings include, but are not limited to:

- Submitting plagiarized work in case presentations, reflections, or clinical reports.
- Falsifying clinical documentation, hours, or site-related data.
- Knowingly providing or receiving unauthorized assistance on clinical assignments intended to be completed individually.
- Submitting substantially the same work for multiple courses or requirements without permission.

Violations may be considered intentional or unintentional, with consequences ranging from written warnings and assignment revisions to course failure, suspension, or expulsion for repeated or serious offenses. The process for determining intent and implementing sanctions follows the university's official procedures.

Graduate students are strongly encouraged to familiarize themselves with the full Academic Integrity Policy, which includes definitions, examples, reporting procedures, and appeal processes. For full details, please visit:

[Viterbo Academic Integrity Policy](#)

2024 CACREP: 4.G.4

Remediation

Remediation is a proactive and supportive process designed to help students address areas where they may be struggling to meet program expectations related to academic performance, clinical competence, or professional behavior. Rooted in the values of transparency, fairness, and growth, remediation aims to foster student success while upholding the ethical responsibility of counselor educators to the profession and to future clients.

Remediation may involve informal feedback, structured support, or the development of a formal Professional Development Plan (PDP) when concerns are more significant or persistent. The goal is to provide students with a clear path toward improvement, ensuring that all graduates meet the standards of competence and ethical practice outlined by the program and the 2024 CACREP Standards.

All students who are released from their clinical placement by a clinical site or site supervisor will be placed on a professional development plan or in extreme cases potentially dismissed from the program.

2024 CACREP: 4.G.4

Professional Development Plan (PDP)

When a student demonstrates ongoing or significant difficulty meeting the academic, clinical, or professional standards of the Counselor Education program, a Professional Development Plan (PDP) may be initiated. The PDP is a formal, collaborative tool designed to support student growth and ensure readiness for the counseling profession. It aligns with gatekeeping responsibilities under the 2024 CACREP Standards and the ACA Code of Ethics (2014, F.6.a, F.6.b).

2024 CACREP: 4.G.4

Purpose

The PDP provides a structured opportunity to address concerns such as:

- Academic progress (e.g., low GPA, incomplete prerequisites, late or missing work)
- Clinical readiness (e.g., inability to obtain or retain a clinical site, site supervisor concerns)
- Professional dispositions (e.g., difficulty receiving feedback, ethical concerns)
- Behavioral or conduct-related issues governed by university policies

The goal is to facilitate timely, ethical, and constructive remediation that supports the student's development while maintaining the integrity of the program and the counseling profession.

Process

The Professional Development Plan (PDP) process follows a structured and collaborative approach to remediation:

1. **Identification of Concerns**
Concerns are brought to the department's attention by any member of the academic or clinical community. These concerns may come from:
 - Core faculty or adjunct professors

- Clinical sites and site supervisors
- University administrators or staff
- Other university employees or professional contacts

Concerns may involve academic performance, clinical readiness, ethical conduct, or professional dispositions.

2. Initial Meeting and Notification

Once concerns are identified, the clinical coordinator asks for written information from the individual(s) who indicated there was a difficulty. Once the information is gathered and reviewed by the Clinical Coordinator a faculty meeting is held to discuss eligibility for a PDP. The student is informed and a meeting is scheduled with their faculty advisor, program director, or clinical coordinator. In this meeting:

- The nature of the concerns is reviewed
- The purpose and scope of the PDP process are explained
- The student is invited to participate in developing a plan for improvement

3. Plan Development

The PDP is collaboratively developed with the faculty and the student to address the identified concerns. The plan includes:

- Specific behaviors or performance areas needing improvement
- Measurable goals and objectives
- Required actions (e.g., supervision, coursework, mentorship)
- Timeline for completion

The PDP is then signed by the student, advisor, and department chair or designated faculty representative. Failure to sign the PDP, will result in further full faculty meetings and potential dismissal from the program.

During the PDP clinical work may be slowed down or suspended. This may result in a potential delay in completion of the program.

4. Monitoring and Support

Throughout the PDP period:

- Faculty provide regular feedback and support
- Check-in meetings may be scheduled to monitor progress
- Adjustments to the plan may be made as needed, with mutual agreement

5. Review and Closure

At the conclusion of the PDP timeline:

- A review meeting with faculty determines whether the student has successfully completed the plan
- If goals are met, the PDP is closed and a closure letter is added to the student's academic file
- If goals are not met, the department will determine next steps, which may include an extended PDP, clinical delay, or dismissal from the program

Students may submit a written response to the PDP at any time. All documentation is maintained confidentially in the student's academic file.

Consequences for Non-Compliance

Failure to meet the expectations outlined in the PDP may result in:

- Continuation or modification of the PDP
- Academic probation
- Delay or removal from clinical placement
- Referral for violation of Academic Integrity or Student Conduct policies
- Dismissal from the program

Records and Confidentiality

All PDP documentation is stored in the student's confidential academic file. Faculty and site supervisors involved in the process are provided relevant documentation. Students have the right to respond in writing to any PDP action or outcome.

Student Appeal

Students have the right to appeal a Professional Development Plan (PDP). Appeals must be initiated by contacting the student's faculty advisor within five business days of receipt of the PDP and requesting a formal review. Within 10 business days of that request, the student must submit a written appeal describing the basis for the appeal and including any relevant supporting context or documentation.

Appeals will be reviewed by a committee that may include the faculty advisor, Clinical Coordinator and/or Assessment Coordinator, Department Director, and/or Dean of the College. A written decision will be provided within 15 business days and will summarize the committee's findings as well as any actions, revisions, or recommendations resulting from the review.

This process is designed to ensure that students are evaluated fairly and consistently and that concerns are addressed with care, transparency, and professional integrity.

Application for Professional Sequence

Admission to the Professional Sequence marks a critical step in students' journey toward becoming a counseling professional. The Professional Sequence includes the practicum and internship experiences required for degree completion.

MSMHC & MSSC Programs

Eligibility

To be eligible for the Professional Sequence, students must have successfully completed 18 credit hours in the program with a grade of B or better and have a cumulative GPA of 3.0 or higher.

Additionally, students need to have successfully completed the following courses with grades of B or better:

- COUN 510: Counseling Profession Ethics
- COUN 540: Counseling Theories
- COUN 675: Techniques of Counseling

The following courses must be completed or in-progress prior to submitting the Professional Sequence Application:

- COUN 520: Multicultural Perspectives
- COUN 530: Lifespan Development
- COUN 565: Behavior Disorders
- COUN 595: Testing & Assessment
- COUN 640: Psychodiagnostics
- COUN 680: Group Counseling

Application Deadline

Applications must be submitted in the semester prior to enrollment in COUN 690: Counseling Practicum (CMHC) or COUN 691: Counseling Practicum (MSSC), by the deadlines set by the program. Please note that deadlines are strictly enforced, with no exceptions.

- June 1 for consideration of Fall semester placements
- September 1 for consideration of Spring semester placements
- February 1 for consideration of Summer semester placements

Application Procedures

Students must complete the Professional Sequence Application Form via the university's eTrieve platform. The following components are required:

1. **300-Word Growth Essay**
Students must submit an essay (maximum of 300 words) describing their academic, personal, and professional growth throughout their time in the program.
2. **Background Check**
Complete a criminal background check through CastleBranch. The summary page from CastleBranch must be submitted along with the application. Any findings from the background check may affect a student's ability to proceed into the Professional Sequence, as it could restrict practicum and internship placement options.
3. **Background Information Disclosure**
As part of the application process, students must disclose any criminal or disciplinary records. Failure to accurately and fully disclose prior records may result in denial of admission, revocation of admission, or disciplinary action, including permanent dismissal from the university.
4. **Letters of Recommendation (LORs)**
As part of the Professional Sequence application, students are required to submit two Letters of Recommendation (LORs) from individuals familiar with their academic and interpersonal performance. Recommenders are asked to evaluate the student's critical thinking, communication skills, professionalism, ethical judgment, and other key competencies. These LORs offer valuable insights into the student's readiness for clinical work and must be submitted by the deadlines for practicum placement. Core faculty members from the Counselor Education program are not permitted to write these recommendations.
5. **Additional Requirements**
Depending on the discretion of the Professional Sequence Admission Committee, students may also be required to participate in a personal interview.

All required materials must be submitted for the application to be reviewed. Missing any components of the application by the deadline may result in denial of admission to the

Professional Sequence.

Acceptance Criteria

Admission to the Professional Sequence is determined based on the following factors:

- The applicant's academic performance in their program
Students must have completed at least 18 credit hours in the program maintained a B average or above in the program to date.
- The applicant's evidence of personal and professional growth while enrolled in their program
The applicant has demonstrated no history of behavior problems since entering their program that have disrupted classes, laboratory work, or student group projects. The applicant has consistently exhibited professional conduct, adhering to the behavior standards expected of counseling professionals in all interactions with faculty and fellow students. Additionally, the applicant has shown the capacity to set and work toward meaningful goals that enhance their effectiveness as a clinician.
- The applicant's readiness to form meaningful and ethical helping relationships
Student must demonstrate knowledge of and adherence to the American Counseling Association (ACA, 2014) and/or American School Counseling Association Code of Ethics (ASCA, 2022) in both academic and clinical settings. The student has consistently shown appropriate concern for the welfare of clients in course-related writing and counseling practice, reflecting a strong commitment to ethical and professional standards.
- The applicant's background check suggests no issues that would prevent the student from getting licensed or receiving a clinical placement
Student has no significant criminal record that would impede their ability to effectively counsel clients or ultimately obtain a professional counselor license in Wisconsin, as demonstrated by Castle Branch's Criminal Background Check.

Notification

Students will be notified of their acceptance into the Professional Sequence via a letter from the Professional Sequence Admission Committee. Upon acceptance, students will work with the Clinical Coordinator to secure a practicum placement.

Appeal Process

Students who are denied admission to the Professional Sequence may submit a letter of appeal to the Counselor Education Department Director within 15 days of receiving their admission status. The appeal must provide:

- a brief overview of the issue,
- information about the basis and rationale for the appeal, and
- an explanation of the student's perspective regarding why their Professional Sequence application should be reconsidered.

The student may further appeal the denial decision to the Vice President for Academics. The student must submit the original letter of denial, their letter of appeal, and the response(s) to that appeal. The decision of the Vice President for Academics is final.

Application Form

For more details or to access the application form, visit [Professional Sequence Application Form](#).

EdD-CES Program

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. Clinical training has been constructed to provide an opportunity for students to grow and develop throughout their training in order to integrate theory, knowledge and skills.

The CES Professional Sequence includes the following three 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 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 an advanced clinical practice internship and two of the four remaining areas of clinical practice: teaching, supervision, research and scholarship, and leadership and advocacy. This course is repeated at a minimum

of three times during the program for a total of 9 credit hours. Each student must accumulate a minimum total of at least 600 hours in their internship experiences.

Application to Professional Sequence

Students initiate the application process with a discussion with their faculty advisor. In order to be eligible for internship in CES a student must have completed the prerequisites for the internship they are wishing to complete (see p. 31 & 32), approval of their advisor.

Once the student's advisor has made the recommendation:

- Email to clinical coordinator
Students are asked to describing the type of placement and briefly articulate their goals for the internship.
- Background Check
Complete a criminal background check through CastleBranch. The summary page from CastleBranch must be submitted along with the application. Any findings from the background check may affect a student's ability to proceed into the Professional Sequence, as it could restrict practicum and internship placement options.
- Must be a student with a 3.0 GPA or above.
- Has completed the prerequisites for the internship they are choosing to complete.

Clinical Placement

Securing a clinical placement is a crucial step in the practicum and internship experiences for students in the MS in Clinical Mental Health Counseling (CMHC), MS in School Counseling (MSSC), and EdD in Counselor Education and Supervision (EdD-CES) programs. The clinical placement process provides students with the opportunity to apply their academic knowledge in real-world counseling settings under the supervision of qualified professionals.

Professional Preparation

The clinical placement process serves as an invaluable opportunity for students to develop the skills they will need when seeking employment after graduation. Much like securing a job in the counseling profession, the clinical placement process requires students to reflect on their professional goals, research potential agencies or settings, and take proactive steps to secure the most fitting opportunities.

The clinical placement process closely reflects the steps students will follow when seeking employment in the counseling field after graduation. Key steps include:

- **Research**
Just as students will research potential employers in the future, they are expected to research approved clinical sites and agencies. Understanding the mission, services, and client population of each site helps students find placements that match their goals.
- **Application**
Students will submit required documents (e.g., a cover letter and resume) to potential clinical sites, highlighting their skills, interests, and how their background fits with the agency's mission. This process mirrors the job application process students will undertake when seeking employment.
- **Interview**
Students will likely participate in an interview with the clinical site administrators and/or site supervisor, discussing how their academic training and professional goals align with the placement. This experience prepares students for the job interviews they will navigate in their careers.
- **Reflection**
Throughout the Professional Sequence, students should continuously reflect on how their placement experience contributes to their overall career goals. This reflective process helps students make informed decisions about future

employment opportunities and how best to pursue roles that align with their professional development.

By thoughtfully selecting and securing clinical placements, students gain valuable experience in navigating a process that mirrors the professional job search. This process not only helps students develop the practical counseling skills they will need but also prepares them to confidently pursue job opportunities that align with their long-term career goals. Clinical placements, therefore, are not only a critical part of training but also a significant stepping stone toward future success in the counseling profession.

Steps for Clinical Placement

The clinical placement process is a structured and essential component of your training. It mirrors the professional job search process, helping you align your training opportunities with your future career goals. Below are the key steps to follow when securing your practicum or internship placement:

- **Receive Approval for Professional Sequence**
Before beginning the placement process, students must receive official approval for the Professional Sequence from the department. Students are not permitted to contact clinical sites until official approval for the Professional Sequence is granted. Once approved, the student can move forward with the placement process.
- **Reflect: Align Placement with Career Goals**
It is important for students to reflect on their career aspirations when starting the placement process. This includes considering the populations, settings, and services they hope to work with in the future. Identifying these areas of interest helps students target placements that align with their long-term professional goals.
- **Update Professional Resume and Cover Letter**
Prior to applying for clinical placements, students should work with Viterbo's Career Center to update their professional resume and cover letter. These documents should be tailored to highlight relevant experiences, skills, and interests to stand out to potential placement sites. For more information, visit [Viterbo's Advising and Career Development](#) website.
- **Meet with the Clinical Coordinator**

Students should schedule a meeting with the Clinical Coordinator to discuss placement preferences, professional goals, and potential sites. The Clinical Coordinator will assist in identifying placements that align with the student's career aspirations.

- Receive the Placement Reference Guide

Upon approval for the Professional Sequence, students will receive a Placement Reference Guide, which contains a list of current clinical and K-12 school partners and their contact information. This guide serves as a key resource in identifying potential placement sites that align with the student's career goals.

- Identify Potential Placement Sites

Using the Placement Reference Guide and conducting further research, students will identify potential placement sites that align with their career goals and offer appropriate experiences.

- Contact Clinical Sites

- *CMHC Students* – After identifying potential clinical placement sites, students should reach out to the sites to inquire about availability for practicum or internship students. This initial contact should be professional and focused on confirming whether the site is currently accepting students. If there is availability, students should also ask about the site's specific application procedures and any required materials. Making a strong first impression is important as this interaction sets the tone for the application process.
- *SC Students* – After identifying potential school counseling sites, the clinical coordinator will make an initial contact with the appropriate school representative to determine willingness to host a school counseling practicum/internship student. When a school indicates their willingness, the school counseling site supervisor and student arrange for an interview. Please be aware that school counseling students will engage in this process three times; once for an elementary, middle school and high school placement in order to meet the requirements for their K-12 school counseling license.

- Submit Placement Applications

Students should submit a cover letter and resume to the identified clinical sites. Application materials should be customized for each site to reflect how the student's goals and experience align with the site's mission and services. It is

important to note that each clinical site may have a different application process and could require various or additional supporting documents, such as letters of recommendation, writing samples, completion of case studies, or transcripts. Students should carefully review the application requirements for each site and ensure all necessary materials are submitted.

- Prepare for Interviews

After submitting applications, students should prepare for interviews with potential site supervisors. Interviews provide an opportunity to discuss how academic training, career goals, and personal interests align with the opportunities offered by the site. It is recommended that students work with Viterbo's Career Services team to refine their interview skills and practice common interview questions. This preparation will help students present themselves professionally and confidently. For more information, [Viterbo's Advising and Career Development](#) website.

- Accept an Offer

Upon completing interviews and receiving offers, students should carefully evaluate which placement best aligns with their career goals. Once a decision is made, the student must formally accept the offer from the clinical site.

- Notify the Clinical Coordinator of Secured Placement

After accepting an offer, the student must promptly notify the Clinical Coordinator to confirm the secured placement. This ensures the placement is approved and facilitates coordination with the site.

- Complete the Clinical Placement Form

Students must work with their site supervisor to complete the Clinical Placement Form, which includes details of the placement and site supervisor information. This form must be submitted to the Clinical Coordinator by the end of the second week of the semester.

- Enrollment in Practicum/Internship Courses

Once the placement is finalized and all necessary forms are completed, the Clinical Coordinator will enroll the student in practicum or internship courses. Students must be officially enrolled in these courses to begin accruing clinical hours.

EdD – CES Program

The steps in finding a clinical placement and site supervisor for your internship are outlined below. Students are expected to adhere to professionalism when contacting clinical site supervisors about the potential placement. This is especially important when contacting individuals in which you have an already established relationship, such as program faculty.

- Reflect: Align Placement with Career Goals
It is important for students to reflect on their career goals and future growth as you begin the placement process. Doctoral students are encouraged to think about how the internship experiences will prepare you professionally to achieve your goals. Be mindful some, site supervisors will ask for a current CV and cover letter for the application process.
- Reaching out to sites/site supervisors
Students are encouraged to reach out to potential site supervisors. Site supervisors will ask for a meeting to discuss academic training, career goals, and personal interests align with the opportunities offered by the site.
- Notify the Clinical Coordinator of Secured Placement
After securing a clinical placement with a qualified site supervisor, the student must promptly notify the Clinical Coordinator to confirm. The name of the site, the site supervisor and the number of credit hours for the semester should be included in the email. This ensures the placement is approved and facilitates cooperation with the site.
- Enrollment in COUN 780
Once all of the information is confirmed, site agreements/articulation agreements are completed the student will be enrolled in COUN 780 by the clinical coordinator. Students must be officially enrolled in these courses to begin accruing clinical hours.

Professional Sequence Checklist for MSMHC Students

Professional Sequence Application	CACREP (2024)	Completed
Meet student eligibility requirements		
Review CED Clinical Handbook	<i>Section 4.G</i>	
Submit Professional Sequence Application by CED deadline		
Receive Professional Sequence Approval letter from CED		
Clinical Placement	CACREP (2024)	Completed
Apply to clinical sites		
Accept offer of placement from clinical site		
Notify clinical coordinator of secured placement		
Complete Clinical Placement form for Practicum by CED deadline		
Clinical coordinator ensures site affiliation agreement & site supervisor credentials are on file with department.		
Clinical coordinator enrolls student in 3 credits of COUN 690		
Practicum	CACREP (2024)	Completed
Reminders: <ul style="list-style-type: none"> Complete a minimum of 100 total clinical hours Complete a minimum of 40 direct hours In practicum OR internship, students must lead/co-lead a counseling or psychoeducational group Participate in 1 hour per week of individual / triadic <u>site supervision</u> Participate in 1.5 hours per week of group supervision (practicum class) Additional practicum hours are <u>not</u> permitted to “roll over” into internship 		
Submit liability insurance that is active for the entire practicum semester by deadline	<i>Section 4.B</i>	
Submit completed site supervisor contract by deadline	<i>Section 4.H.1-3</i>	
Complete mid-term evaluation with site supervisor	<i>Section 4.F</i>	
Complete mid-term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>	
Complete Clinical Placement form for Internship by CED deadline		
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.	<i>Section 4.P</i>	
Clinical Coordinator enrolls student in 1-3 credits of COUN 695		
Complete final evaluation with site supervisor	<i>Section 4.F</i>	
Complete end of term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>	
Complete all practicum course assignments including session recording(s) or live supervision of student interaction with client(s)	<i>Section 4.C</i>	
Earn grade of B or higher		

Completed 100 total hours	Section 4.Q						
Completed 40 direct hours	Section 4.P						
Completed 1 hour per week of site supervision	Section 4.S						
Completed 1.5 hour per week of group supervision	Section 4.T						
Submit site supervisor / clinical site evaluation form	Section 4.M						
Submit final clinical hour log							
Submit certification of semester clinical hours form							
Internship (Repeated Across Multiple Semesters)	CACREP (2024)	Completed					
Reminders:							
<ul style="list-style-type: none"> • Complete a minimum of 600 clinical hours total • Complete a minimum of 240 direct hours • In practicum OR internship, students must lead/co-lead a counseling or psychoeducational group • Participate in 1 hour per week of individual / triadic <u>site supervision</u> • Participate in 1.5 hours a week of group supervision (internship class) • Successfully complete 6 credit hours of internship • Students must complete <u>all</u> internship course assignments <u>each</u> semester regardless of credit hour enrollment • To complete the 6 credits of internship and the 600 required hours concurrently, students are encouraged to complete approximately 100 hours (40 direct service hours) per credit hour of internship 							
	Semester	1	2	3	4	5	6
Submit liability insurance that is active for the entire internship semester	Section 4.B						
Submit completed site supervisor contract by deadline	Section 4.H.1-3						
Complete mid-term evaluation with site supervisor	Section 4.F						
Complete mid-term meeting with clinical faculty & site supervisor	Section 4.J						
Documentation of Hour Concerns with clinical coordinator (<i>if needed</i>)							
Complete Clinical Placement form for Internship by CED deadline							
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.	Section 4.P						
Clinical Coordinator enrolls student in 1-3 credits of COUN 695							
Complete final evaluation with site supervisor	Section 4.F						
Complete end of term meeting with clinical faculty & site supervisor	Section 4.J						
Complete all internship course assignments including session recording(s) or live supervision of student interaction with client(s)	Section 4.C						
Earn grade of B or higher							
Completed ~100 total hours per credit hour	Section 4.U						
Completed ~40 direct hours per credit hour	Section 4.V						
Completed 1 hour per week of site supervision (13-16 hours)	Section 4.W						

Completed 1.5 hour a week of group supervision (19-24 hours)	<i>Section 4.X</i>								
Submit site supervisor / clinical site evaluation form	<i>Section 4.M</i>								
Submit clinical hour logs									
Submit certification of semester clinical hours form									
Graduation and Program Requirements	CACREP (2024)	Completed							
Apply for graduation via Vitnet									
Completed the Counselor Preparation Comprehensive Examination (CPCE)									
Participated as a member in program approved experiential group for a minimum of 10 clock hours (<i>typically associated with COUN 680</i>)	<i>Section 3.F.10</i>								
Practicum: Completed 100 total clinical hours	<i>Section 4.Q</i>								
Practicum: Completed 40 direct hours	<i>Section 4.P</i>								
Practicum: Completed 1 hour per week of site supervision	<i>Section 4.S</i>								
Practicum: Completed 1.5 hour per week of group supervision	<i>Section 4.T</i>								
Practicum OR Internship: Lead or co-lead a counseling or psychoeducational group	<i>Section 4.E</i>								
Internship: Completed 600 total hours	<i>Section 4.U</i>								
Internship: Completed 240 direct hours	<i>Section 4.V</i>								
Internship: Completed 1 hour per week of site supervision across ALL internship semesters	<i>Section 4.W</i>								
Internship: Completed 1.5 hour a week of group supervision across ALL internship semesters	<i>Section 4.X</i>								
Submit: Verification of Professional Sequence Form									

Professional Sequence Checklist for MSSC Students

Professional Sequence Application	CACREP (2024)	Completed
Meet student eligibility requirements		
Review CED Clinical Handbook	<i>Section 4.G</i>	
Submit Professional Sequence Application by CED deadline		
Receive Professional Sequence Approval letter from CED		
Clinical Placement	CACREP (2024)	Completed
Apply to clinical sites		
Accept offer of placement from clinical site		
Notify clinical coordinator of secured placement		
Complete Clinical Placement form for Practicum by CED deadline		
Clinical coordinator ensures site affiliation agreement & site supervisor credentials are on file with department.		
Clinical coordinator enrolls student in 3 credits of COUN 691		
Practicum	CACREP (2024)	Completed
Reminders: <ul style="list-style-type: none"> Complete a minimum of 100 total clinical hours Complete a minimum of 40 direct hours In practicum OR internship, students must lead/co-lead a counseling or psychoeducational group Participate in 1 hour per week of individual / triadic <u>site supervision</u> Participate in 1.5 hours per week of group supervision (practicum class) Additional practicum hours are <u>not</u> permitted to “roll over” into internship 		
Submit liability insurance that is active for the entire practicum semester by deadline	<i>Section 4.B</i>	
Submit completed site supervisor contract by deadline	<i>Section 4.H.1-3</i>	
Complete mid-term evaluation with site supervisor	<i>Section 4.F</i>	
Complete mid-term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>	
Documentation of Hour Concerns with clinical coordinator (<i>if needed</i>)		
Apply to clinical sites for internship in elementary or secondary school counseling		
Accept offer of placement from clinical site		
Notify clinical coordinator of secured placement		

Complete Clinical Placement form for Internship by CED deadline			
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.	<i>Section 4.P</i>		
Clinical Coordinator enrolls student in 1-3 credits of COUN 692 OR 693			
Complete final evaluation with site supervisor	<i>Section 4.F</i>		
Complete end of term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>		
Complete all practicum course assignments including session recording(s) or live supervision of student interaction with client(s)	<i>Section 4.C</i>		
Earn grade of B or higher			
Completed 100 total hours	<i>Section 4.Q</i>		
Completed 40 direct hours	<i>Section 4.P</i>		
Completed 1 hour per week of site supervision	<i>Section 4.S</i>		
Completed 1.5 hour per week of group supervision	<i>Section 4.T</i>		
Submit site supervisor / clinical site evaluation form	<i>Section 4.M</i>		
Submit final clinical hour log			
Submit certification of semester clinical hours form			
Internship (COUN 692 and COUN 693)	CACREP (2024)	Completed	
Reminders:			
<ul style="list-style-type: none"> • Complete a minimum of 600 clinical hours total • Complete a minimum of 240 direct hours • In practicum OR internship, students must lead/co-lead a counseling or psychoeducational group • Participate in 1 hour per week of individual / triadic <u>site supervision</u> • Participate in 1.5 hours a week of group supervision (internship class) • Successfully complete 6 credit hours of internship • Students must complete <u>all</u> internship course assignments <u>each</u> semester regardless of credit hour enrollment • To complete the 6 credits of internship and the 600 required hours concurrently, students are encouraged to complete approximately 100 hours (40 direct service hours) per credit hour of internship • MSSC students must complete internship in BOTH: <ul style="list-style-type: none"> ○ COUN 692 Secondary School Counseling ○ COUN 693 Elementary School Counseling 			
	Semester	1	2
Submit liability insurance that is active for the entire internship semester	<i>Section 4.B</i>		
Submit completed site supervisor contract by deadline	<i>Section 4.H.1-3</i>		
Complete mid-term evaluation with site supervisor	<i>Section 4.F</i>		
Complete mid-term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>		
Apply to clinical sites			

Accept offer of placement from clinical site			
Notify clinical coordinator of secured placement			
Complete Clinical Placement form for Internship by CED deadline			
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.	<i>Section 4.P</i>		
Clinical Coordinator enrolls student in 1-3 credits of COUN 692 OR 693			
Complete final evaluation with site supervisor	<i>Section 4.F</i>		
Complete end of term meeting with clinical faculty & site supervisor	<i>Section 4.J</i>		
Complete all internship course assignments including session recording(s) or live supervision of student interaction with client(s)	<i>Section 4.C</i>		
Earn grade of B or higher			
Completed ~100 total hours per credit hour	<i>Section 4.U</i>		
Completed ~40 direct hours per credit hour	<i>Section 4.V</i>		
Completed 1 hour per week of site supervision (13-16 hours)	<i>Section 4.W</i>		
Completed 1.5 hour a week of group supervision (19-24 hours)	<i>Section 4.X</i>		
Submit site supervisor / clinical site evaluation form	<i>Section 4.M</i>		
Submit clinical hour logs			
Submit certification of semester clinical hours form			
Graduation and Program Requirements	CACREP (2024)		
Apply for graduation via Vitnet			
Completed the Counselor Preparation Comprehensive Examination (CPCE)			
Complete the Praxis II -School Counselor exam			
Complete 60 credit hours as outlined in the graduate catalog			
Participated as a member in program approved experiential group for a minimum of 10 clock hours (<i>typically associated with COUN 680</i>)	<i>Section 3.F.10</i>		
Practicum: Completed 100 total clinical hours	<i>Section 4.Q</i>		
Practicum: Completed 40 direct hours	<i>Section 4.P</i>		
Practicum: Completed 1 hour per week of site supervision	<i>Section 4.S</i>		
Practicum: Completed 1.5 hour per week of group supervision	<i>Section 4.T</i>		
Practicum OR Internship: Lead or co-lead a counseling or psychoeducational group	<i>Section 4.E</i>		
Internship: Completed 600 total hours per credit hour	<i>Section 4.U</i>		
Internship: Completed 240 direct hours per credit hour	<i>Section 4.V</i>		
Internship: Completed 1 hour per week of site supervision across ALL semesters	<i>Section 4.W</i>		

Internship: Completed 1.5 hour a week of group supervision across ALL semesters	<i>Section 4.X</i>	
Complete Internship in Secondary School Counseling		
Complete Internship in Elementary School Counseling		
Submit: Verification of Professional Sequence Form		

Professional Sequence Checklist for EdD-CES Students

Professional Sequence Application	CACREP (2024)	Completed
Meet student eligibility requirements		
Review CED Clinical Handbook	<i>Section 4.G</i>	
Submit Professional Sequence Application by CED deadline	<i>Section 6.C.1</i>	
Receive Professional Sequence Approval letter from CED		
Clinical Placement	CACREP (2024)	Completed
Apply to clinical sites		
Accept offer of placement from clinical site		
Notify clinical coordinator of secured placement		
Complete Clinical Placement form for Practicum by CED deadline		
Clinical coordinator ensures site affiliation agreement & site supervisor credentials are on file with department.		
Clinical coordinator enrolls student in 3 credits of COUN 760		
Practicum	CACREP (2024)	Completed
Reminders: <ul style="list-style-type: none"> Complete a minimum of 100 total clinical hours Complete a minimum of 40 direct hours In practicum OR internship, students must lead/co-lead a counseling or psychoeducational group Participate in 1 hour per week of individual / triadic <u>site supervision</u> Participate in 1.5 hours per week of group supervision (practicum class) Additional practicum hours are <u>not</u> permitted to “roll over” into internship 		
Submit liability insurance that is active for the entire practicum semester by deadline		
Submit completed site supervisor contract by deadline		
Complete mid-term evaluation with site supervisor		
Complete mid-term meeting with clinical faculty & site supervisor		
Documentation of Hour Concerns with clinical coordinator (<i>if needed</i>)		
Complete Clinical Placement form for Internship by CED deadline		
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.		
Clinical Coordinator enrolls student in 1-4 credits of COUN 780		
Complete final evaluation with site supervisor		
Complete end of term meeting with clinical faculty & site supervisor		
Complete all practicum course assignments including session recording(s) or live supervision of student interaction with client(s)		

Earn grade of B or higher							
Completed 100 total hours							
Completed 40 direct hours							
Completed 1 hour per week of site supervision							
Completed 1.5 hour per week of group supervision							
Submit site supervisor / clinical site evaluation form							
Submit final clinical hour log							
Submit certification of semester clinical hours form							
Internship (Repeated Across Multiple Semesters)	CACREP (2024)	Completed					
Reminders:							
<ul style="list-style-type: none"> • Complete a minimum of 600 clinical hours total <ul style="list-style-type: none"> ○ 200 hours across 3 CES domains (advanced practice, leadership/advocacy, research, supervision, teaching) • Participate in 1 hour per week of individual / triadic <u>site supervision</u> • Participate in 1.5 hours a week of group supervision (internship class) • Successfully complete 6 credit hours of internship • Students must complete <u>all</u> internship course assignments <u>each</u> semester regardless of credit hour enrollment • To complete the 6 credits of internship and the 600 required hours concurrently, students are encouraged to complete approximately 100 hours per credit hour of internship 							
	Semester	1	2	3	4	5	6
Submit liability insurance that is active for the entire internship semester	<i>Section 6.C.3</i>						
Submit completed site supervisor contract by deadline	<i>Section 6.D.2</i>						
Complete mid-term evaluation with site supervisor	<i>Section 6.C.4</i>						
Complete mid-term meeting with clinical faculty & site supervisor							
Complete Clinical Placement form for Internship by CED deadline							
Clinical Coordinator ensures site Affiliation Agreement and Site Supervisor Credentials are on file.	<i>Section 6.D.4</i>						
Clinical Coordinator enrolls student in 1-4 credits of COUN 780							
Complete final evaluation with site supervisor	<i>Section 6.C.4</i>						
Complete end of term meeting with clinical faculty & site supervisor							
Complete all internship course assignments including session recording(s) or live supervision of student interaction with client(s)	<i>Section 6.D.1</i>						
Earn grade of B or higher							
Completed ~100 total hours per credit hour	<i>Section 6.C.2</i>						
Completed 1 hour per week of site supervision (13-16 hours)	<i>Section 6.C.7</i>						

Completed 1.5 hour a week of group supervision (19-24 hours)	<i>Section 6.C.8</i>								
Submit site supervisor / clinical site evaluation form	<i>Section 6.C.5</i>								
Submit clinical hour logs									
Submit certification of semester clinical hours form									
Graduation and Program Requirements	CACREP (2024)	Completed							
Apply for graduation via Vitnet									
Successfully defended Comprehensive Exam	<i>Section 6.A.6</i>								
Successfully proposed Dissertation									
Successfully defended Dissertation	<i>Section 6.A.7</i>								
Practicum: Completed 100 total clinical hours									
Practicum: Completed 40 direct hours									
Practicum: Completed 1 hour per week of site supervision									
Practicum: Completed 1.5 hour per week of group supervision									
Internship: Completed 600 total hours per credit hour	<i>Section 6.C.2</i>								
Internship: Completed 200 hours across 3 CES domains	<i>Section 6.C.2</i>								
Internship: Completed 1 hour per week of site supervision across ALL semesters	<i>Section 6.C.7</i>								
Internship: Completed 1.5 hour a week of group supervision across ALL semesters	<i>Section 6.C.8</i>								
Submit: Verification of Professional Sequence Form									

Site Supervisor Contract MSMHC

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 Student, Site Supervisor and University Responsibilities

Responsibilities of the Student	Responsibilities of the Site Supervisor	Responsibilities of the University
<ul style="list-style-type: none"> • Adhere to the ACA code of Ethics • Adhere to the administrative policies, procedures and practices at the clinical training site. • Attend all university practicum/internship classes • Maintain consistent hours as agreed upon at the agency. • Complete all logs and forms accurately. • Demonstrate growth in clinical skills and knowledge. • Demonstrate professional dispositional skills in all interactions at the agency and university. 	<ul style="list-style-type: none"> • Provision of 1 hour of clinical supervision per week • Completion of the learning contract at the start of the semester. • Provide student with access to direct hours through either co-facilitation or solo work. • Provision of formative feedback on clinical skills and professional dispositions throughout the semester • Provision of summative feedback at mid-term and finals. • Regular communication with the Clinical Coordinator • Monitoring and verification of completed clinical hours. • Immediate notification of supervisee concerns 	<ul style="list-style-type: none"> • Provide group supervision and class learning opportunities. • Support student learning contract goals • Provide supervisory assistance as needed. • Regular and consistent contact with clinical sites. • Ongoing site supervisor training and professional development.

Outline of Logistics

We have agreed to commit a minimum of one hour/ week of face-to-face supervision contact, beginning _____ and continuing until _____. We have decided to divide this time in the following ways: _____ (individual, triadic).

In addition, as the site supervisor, I agree to maintain regular communication with the Clinical Coordinator at Viterbo University throughout the supervision contract. This includes four times of contact through either email and/or verbal conversation at the beginning, twice in the middle and once at the end of the semester.

In the case of a 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 in 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. Documentation / Client Records:

6. Self-Care Plan:

7. Using data (Internship only):

8. Transition Planning (Internship only):

9. Professional Development (Internship only):

Student Signature

Date

Site Supervisor Signature

Date

Academic Supervisor Approval

Site Supervisor Contract MSSC

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 Student, Site Supervisor and University Responsibilities

Responsibilities of the Student	Responsibilities of the Site Supervisor	Responsibilities of the University
<ul style="list-style-type: none"> • Adhere to the ACA code of Ethics • Adhere to the administrative policies, procedures and practices at the clinical training site. • Attend all university practicum/internship classes • Maintain consistent hours as agreed upon at the agency. • Complete all logs and forms accurately. • Demonstrate growth in clinical skills and knowledge. • Demonstrate professional dispositional skills in all interactions at the agency and university. 	<ul style="list-style-type: none"> • Provision of 1 hour of clinical supervision per week • Completion of the learning contract at the start of the semester. • Provide student with access to direct hours through either co-facilitation or solo work. • Provision of formative feedback on clinical skills and professional dispositions throughout the semester • Provision of summative feedback at mid-term and finals. • Regular communication with the Clinical Coordinator • Monitoring and verification of completed clinical hours. • Immediate notification of supervisee concerns 	<ul style="list-style-type: none"> • Provide group supervision and class learning opportunities. • Support student learning contract goals • Provide supervisory assistance as needed. • Regular and consistent contact with clinical sites. • Ongoing site supervisor training and professional development.

Outline of Logistics

We have agreed to commit a minimum of one hour/ week of face-to-face supervision contact, beginning _____ and continuing until _____. We have decided to divide this time in the following ways: _____ (individual, triadic).

In addition, as the site supervisor, I agree to maintain regular communication with the Clinical Coordinator at Viterbo University throughout the supervision contract. This includes four times of contact through either email and/or verbal conversation at the beginning, twice in the middle and once at the end of the semester.

In the case of a school closure, we have decided _____

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

Note: If you think you, a student, or another individual is imminent danger, please follow the procedures outlined by your school and district.

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:

10. Curriculum design and Primary prevention

11. Academic Interventions:

12. Career Interventions

13. Personal/Social Interventions

14. Educational Technology

15. Using data (Internship only)

16. Transition Planning (Internship only)

17. Professional Development (Internship only)

18. Self-care Plan

Student Signature

Site Supervisor Signature

Date

Date

Academic Supervisor Approval

Site Supervisor Contract EdD-CES

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 Student, Site Supervisor and University Responsibilities

Responsibilities of the Student	Responsibilities of the Site Supervisor	Responsibilities of the University
<ul style="list-style-type: none"> • Adhere to the ACA code of Ethics • Adhere to the administrative policies, procedures and practices at the clinical training site. • Attend all university practicum/internship classes • Maintain consistent hours as agreed upon at the agency. • Complete all logs and forms accurately. • Demonstrate growth in clinical skills and knowledge. • Demonstrate professional dispositional skills in all interactions at the agency and university. 	<ul style="list-style-type: none"> • Provision of 1 hour of clinical supervision per week • Completion of the learning contract at the start of the semester. • Provide student with access to direct hours through either co-facilitation or solo work. • Provision of formative feedback on clinical skills and professional dispositions throughout the semester • Provision of summative feedback at mid-term and finals. • Regular communication with the Clinical Coordinator • Monitoring and verification of completed clinical hours. • Immediate notification of supervisee concerns 	<ul style="list-style-type: none"> • Provide group supervision and class learning opportunities. • Support student learning contract goals • Provide supervisory assistance as needed. • Regular and consistent contact with clinical sites. • Ongoing site supervisor training and professional development.

Outline of Logistics

We have agreed to commit a minimum of one hour/ week of face-to-face supervision contact, beginning _____ and continuing until _____. We have decided to divide this time in the following ways: _____ (individual, triadic).

In addition, as the site supervisor, I agree to maintain regular communication with the Clinical Coordinator at Viterbo University throughout the supervision contract. This includes four times of

contact through either email and/or verbal conversation at the beginning, twice in the middle and once at the end of the semester.

In the case of cancellations, 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 will be maintained:

- Plan for providing feedback to one another:

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

Identifications of Supervision Goals

- We have developed the following goals for this student experience:

Practicum Goals	CACREP 2024 Standards	Outline of Tasks	Timeframe for Completion	Expected Hours

Student Signature

Date

Site Supervisor Signature

Date

Academic Supervisor Approval