WESTERN KENTUCKY UNIVERSITY
Department of Counseling & Student Affairs

SCHOOL COUNSELING PROGRAM
PRACTICUM & INTERNSHIP
MANUAL

CNS 590: Practicum
CNS 595 I: Counseling Internship I
CNS 595 II: Counseling Internship II
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To the School Counseling Practicum & Intern Student

Congratulations!

You are entering the most important phase of your development as a school counselor. By beginning your clinical experience, you are well on your way to completing your degree requirements. This is a great accomplishment. The practicum and internship phase is designed to synthesize and apply all you have learned throughout your program. We hope it will be an exciting and positive experience for you. As a faculty we offer our support and guidance as you embark on this journey!

School Counseling Practicum & Internship General Description

**CNS 590 Practicum** - Practicum constitutes the first field experience required of all graduate students in school counseling. The practicum involves a full semester placement in a public school. Students enrolled in the school counseling program after Fall 2011 must satisfactorily complete the practicum as a prerequisite to Internship I/II. Individual or Triadic Supervision is provided by a university supervisor as part of the course. The on-site supervisor provides Individual or Triadic Supervision in addition to the Individual or Triadic and Group Supervision provided by the university supervisor. The Practicum experience requires a minimum of 100 total clock hours, including 40 hours of direct service to clients, consisting of classroom guidance, individual and group counseling.

**CNS 595 I - Internship I and CNS 595 II - Internship II** – Internship constitutes the primary field experience required of all graduate students in school counseling (students admitted after 2011). The internship involves a full or part-time semester placement in an approved school setting. Students take the internship at the end of their graduate program. The internship phase of your program is designed to prepare professional school counselors who have the broad background of knowledge, skills, and abilities necessary to function effectively. This preparation involves both cognitive and personal aspects that are interwoven with practical experiences. The internship in professional school counseling provides an opportunity for actual on-the-job exposure to the specific functions of school counselors. Interns function as educational decision-makers as they become actively involved in the implementation of comprehensive developmental school counseling programs. The comprehensive developmental model includes functions related to counseling, coordination, and consultation.

During the internship both the on-site supervisor and a university supervisor provide supervision. The on-site supervisor provides Individual or Triadic Supervision in addition to the Group Supervision provided by the university supervisor. Each internship requires a minimum of 300 total clock hours, of which 120 must be direct service, to clients including classroom guidance, individual and group counseling. The total Internship experience (Internship I & II) requires a minimum of 600 total clock hours, including 240 direct service to clients, consisting of classroom guidance, individual and group counseling.
School Counseling Program & CACREP

Western Kentucky University’s school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core program and specialty standards. The 2009 CACREP standards may be accessed at: http://www.cacrep.org/template/index.cfm

CACREP Core Standards

1. **Professional Orientation and Ethics:** Completion of the program will provide the student an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

2. **Social and Cultural Foundations:** Completion of the program will provide the student an understanding of issues and trends in a multicultural and diverse society. These considerations are based upon human attitudes and behavior toward such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.

3. **Human Growth and Development:** Completion of the program will provide the student an understanding of the major theories of human growth and development; how human behavior and environmental factors affect both normal and abnormal behavior in both the school and community agency setting.

4. **Career Development:** Completion of the program will provide the student an understanding of career development and related life factors such as the career decision-making process and interrelationships among work, family and other life roles including multicultural and gender issues as related to career development.

5. **Helping Relationships:** Completion of the program will provide the student an understanding of counseling and consultation processes such as basic interviewing, assessment, and counseling skills. Other helping considerations include knowledge of counselor, consultant, and client characteristics; and behaviors that influence the helping process.

6. **Group Work:** Completion of the program will provide the student an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

7. **Assessment:** Completion of the program will provide the student an understanding of individual and group approaches to assessment and evaluation.

8. **Research and Evaluation:** Completion of the program will provide the student an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

9. **Specialization:** Completion of the program will provide the student knowledge and competence in the basic skills for entrance into the counseling profession specialization of his or her program.
School Counseling Program and Ethics

Western Kentucky University’s school counseling program adheres to the American Counseling Association (ACA) 2005 Code of Ethics and Standards of Practice. The ACA Code of Ethics and Standards of Practice may be accessed at: http://www.counseling.org/resources/aca-code-of-ethics.pdf

Additionally, school counselors adhere to the American School Counseling Association (ASCA) 2010 Ethical Standards for School Counselors. The ASCA Ethical Standards for School Counselors may be accessed at: http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf

“We are no longer ‘guidance counselors’ only focused on graduation and course selection for students. We are Professional School Counselors who focus on the academic, persona/social AND career development of ALL students.”
School Counseling Practicum & Internship Objectives

The Practicum & Internship experience requires school counselors-in-training to:

- Have practical experiences in providing comprehensive classroom guidance and counseling services in culturally diverse and dynamic school settings
- Analyze and improve communication and counseling skills
- Actively participate in supervision experiences with supervisors and peers to improve communication and counseling skills
- Apply methods for conducting a needs assessment survey for a school population and evaluate the effectiveness of a school counseling program
- Plan and use effective time management skills as a counselor in a school setting
- Identify specific areas of need, plan, facilitate, and evaluate small group counseling interventions
- Plan, coordinate, and facilitate developmentally appropriate classroom guidance activities
- Learn and demonstrate appropriate methods of interpreting test data to assist teachers, parents, and students
- Establish and develop a networking system among school personnel, parents, students, and community resource providers
- Become familiar with literature from the American School Counselor Association (ASCA), Kentucky School Counselor Association (KSCA), and the Kentucky Department of Education (KDE), and to ensure that goals objectives and activities of the counselor are consistent with those recommended by these professional organizations and
- Abide by the standards and expectations described by the school district where the Practicum and Internship experience is held
- Abide by the ethical standards of ACA and ASCA
School Counseling Practicum & Internship Expectations

School counseling counselors-in-training in Practicum and Intern (students accepted in the School Counseling Program after 2011) in the School Counseling program at Western Kentucky University have completed all or the majority of their coursework prior to applying for the Practicum and Internship. Practicum students and Interns function as contributing members of the counseling department of the school in which they seek placement.

School Counseling Practicum & Interns are required to:

- Engage in appropriate activities that allow objectives of the Practicum or Internship to be met. This includes individual counseling, small group counseling, large classroom guidance, consultation, coordination, appraisal, and referral to school or community resources
- Become familiar with the policies and procedures of the school systems
- Visit and observe one other school counseling program to determine how services are provided
- Maintain a log listing all activities over the course of each semester
- Have regular appointments with the on-site supervisor to discuss progress. A minimum of one hour per week of individual supervision is required
- Schedule and participate in an on-site visits by the university supervisor
- Attend all internship seminars and participate in discussions
- Have individual conferences at midterm and semester end with the on-site supervisor and the university supervisor. Be prepared to analyze and discuss your strengths and growing edges as a school counselor and evaluate your practicum/internship experience
- Provide evidence of professional liability insurance prior to the beginning of the practicum
- Provide evidence of physical exam/TB test prior to the beginning of the practicum and
- Provide evidence of professional organization membership.

Professional Dress

The Department of Counseling and Student Affairs is proud of its recognition within the community and across the country. It is our goal to (faculty, staff and students) continue to represent this Department with professionalism. Professional dress at practicum and internship sites may not necessarily be expected of counselors and interns in some organizations. While we respect the preferences of other organizations, we require our students (who represent the integrity and professionalism of the Department of Counseling and Student Affairs) to dress in professionally (i.e., business casual) at their counseling sites. Therefore, we want to stress the importance and expectation of attending sites dressed professionally and appropriately for the clientele. For example, overdressing (e.g., business suit, overly flashy) may alienate some low-income clients; whereas
dressing too casually (e.g., yoga pants, shorts, tank tops, t-shirts, or clothing with holes, stains, or excessive wrinkles) may lower your credibility with other clients unless your work requires it (e.g., working with animals, outdoor activities).

**Guidelines and Policies for Practicum**

A school counselor-in-training student may begin the Practicum only after she/he successfully meets the following requirements:

**Course Work** - Completed (Grade of A or B) all prerequisite coursework for the Practicum experience:
- CNS 550 – Introduction to Counseling
- CNS 554 – Group Counseling
- CNS 555 – Social and Cultural Diversity
- CNS 558 – Counseling Theories
- CNS 559 – Techniques of Counseling

**Required GPA** - Has a minimum overall GPA of 3.0 for all courses included in the program of study.

**Professional Performance Reviews** – The school counselor-in-training must have received satisfactory Professional Performance Reviews in all course work taken in the Department of Counseling and Student Affairs.

School counselors-in-training employed in a school district may not count their classroom teaching hours as part of the Practicum hours. District employees may fulfill their total 100-hour requirement during their lunchtime, planning period, time before or after school, or district professional days. To avoid any dual relationships, school counselors-in-training may not conduct individual or group counseling sessions with students in their assigned classes or students with whom they teach.

**Important Information for Practicum**

Practicum is regularly offered **during the Spring semester**. School counseling Practicum is **not** offered during the Summer semesters.

The school counselor-in-training is expected to spend approximately 8-9 hours per week for the academic term at the Practicum site. This will ensure ample time to accrue the necessary hours.

A minimum of one hour of individual supervision provided by the on-site supervisor is required each week.

An average of 1.5 hours of weekly group supervision is required and provided by the faculty supervisor. An additional 1-hour of required weekly individual or triadic supervision will also be provided by the faculty supervisor. The school counselor-in-training and site supervisor will determine the specific site practicum schedule jointly. The schedule is designed to provide the school counselor-in-training with the minimum
of 100 hours of supervised clinical experience. A minimum of 40 hours must be direct client contact hours. Direct client contact hours are defined by working with a client individually, in a group counseling session, or in a classroom guidance lesson. Speaking with a teacher, administrator, referral agency, or parent about a student is defined as consultation and may not be considered part of the direct client contact hours.

### Practicum Hour Requirements

<table>
<thead>
<tr>
<th>Number of credits for practicum</th>
<th>Minimum counseling/direct contact hours</th>
<th>Other on-site activities</th>
<th>Minimum individual/triadic site supervision hours</th>
<th>Minimum individual/triadic faculty supervision hours</th>
<th>Minimum group supervision hours</th>
<th>Total practicum hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>40</td>
<td>7.5</td>
<td>15</td>
<td>15</td>
<td>22.5</td>
<td>100</td>
</tr>
</tbody>
</table>

A total of 100 Practicum hours must be earned in conjunction with a grade of “B” or better in CNS 590 in order to complete this program requirement and be eligible to enroll in CNS 595 I & II Internship.

**Counseling/direct contact hours include:** Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + classroom guidance. The student client(s) must be physically in front of the school counselor-in-training to be considered direct contact hours. Speaking with a teacher, administrator, referral agency, or parent about a student is defined as consultation and may not be considered part of the direct client contact hours.

**Individual supervision hours include:** Time spent with site supervisors discussing development as a counselor and counseling interactions with clients at the site. Supervision may be conducted as a dyad or triad (defined as one supervisor and two supervisees), but not as a group staffing. The ideal format for supervision is face-to-face and includes review of a recent videotape of a counseling session. Supervision should cover skills, conceptualization, personalization, and professional identity development. Students should plan, negotiate, and advocate at the site to receive these experiences. Consultation in passing (also known as drive-by supervision) is not a viable alternative to scheduled supervision.

**Group supervision hours include:** Time spent in Practicum class. Group supervision must be an average of 1.5 hours per week for the semester registered for Practicum.

**Other on-site activities include:** Any time at the site that is not direct counseling contact, but related to client service, site support, or development as a counselor. These hours can include staff/faculty consultation, family consultation, referrals, in-service or trainings for site staff, site/client-related paperwork, site-related administrative duties, observation, advocacy, phone contact, or other activities typically performed by the school counselor.
Total Practicum hours include: Client contact (direct) hours + individual supervision hours + group supervision hours + other on-site activities.

Enrollment Procedures for CNS 590 - Practicum

1. After meeting with your advisor, review the School Counseling Practicum Manuel. Sign and electronically submit the Practicum and Informed Consent Form (http://www.wku.edu/csa/sc/practicum_internship.php) to your University Supervisor (course instructor).

School counselors-in-training are expected to review the School Counseling Handbook. Any questions after reading the Handbook should be directed to the School Counseling Clinical Coordinator.

2. School counselors-in-training may begin to contact potential school sites ONLY AFTER meeting with their faculty advisor. A list of approved school sites may be found on the school counseling web page (http://www.wku.edu/csa/sc/practicum_internship.php). If the school counselor-in-training wants to work at a school that is not listed on the approved site, she/he must consult with the School Counseling Clinical Coordinator. All sites must meet all requirements listed in this handbook (see APPENDIX School Counseling Site Requirements). School counselors-in-training may consult with their faculty advisor or the School Counseling Clinical Coordinator to discuss any questions regarding potential sites.


The completion of the School Practicum application packet indicates that students understand and have met the academic and professional requirements and prerequisites for Practicum. Such requirements include:

- Acceptance into the School Counseling Program
- Successful completion of the 5 Practice Preparation Sequence courses

The following documents must be included in the Practicum application submitted to the University Supervisor by the November 20. Please make sure they are submitted in the order as listed below:

1. School Practicum Application Form – completed and signatures of student and school Site Supervisor
2. Copy of unofficial graduate transcript
3. Proof of Professional Membership (ACA, KCA, ASCA, KSCA)
4. Copy of Malpractice Insurance
5. Copy of current proposed Site Supervisor’s vita/resume
6. Physical Exam/TB test – students who are currently working in a school district are not required to submit this. Please indicate employment in school district on the form.
Failure to submit completed forms by the due date may delay enrollment in CNS 590 Practicum, up to an entire year.

Students, with completed applications, will be enrolled by their course instructor in CNS 590.

School Counseling Site Interviews

Upon completing the Practicum application process and gaining permission from the School Counseling Clinical Coordinator, school counselors-in-training may contact and interview certified school counselors in an approved school setting (Approved settings include either public or nonpublic schools that meet the state performance standards as established in KRS 156.160 http://www.lrc.ky.gov/statutes/chapter.aspx?id=37825 or that have been accredited by a regional or national accrediting association).

- The school counselor-in-training is responsible for contacting and securing a Practicum/Internship site. It is recommended that telephone calls and scheduling appointments be completed early in the process. School counselors-in-training should speak directly with the director of school counseling and/or Internship coordinator.
- The school counselor-in-training should inquire about the specific services provided by each school, including experiences the school counselor-in-training would be able to offer (e.g., classroom guidance, individual/group counseling, and needs assessment), and request an on-site interview for a possible experience.
- Initial contact should be conducted via telephone and not via a faxed or e-mail message to the contact person. Students should schedule an on-site interview with the school contact person and meet directly with this person.

Interview Guidelines: School counselors-in-training are required to provide a copy of the Site Supervisor Manual to the potential school counseling site supervisor.

- The school counselor-in-training should ensure that potential school counselor site supervisor must be a qualified certified school counselor (Masters degree in a counseling or counseling related field, a minimum of two years experience, and the appropriate school counseling/guidance certification.)
- The potential school counselor site supervisor must agree to provide weekly site supervision.

It is suggested that a follow up phone call should be made to confirm the agreement.

Submit Practicum Site and Supervision Contract

- This form must be submitted to University supervisor prior to the beginning of the semester.
Signatures must be obtained from school counselor-in-training, School Counseling Site Supervisor, and Principal

**Practicum Course Requirements and Assignments**

A grade of “B” is considered successful completion of Practicum. School counselors-in-training must have received at least a “B” in Practicum in order to proceed into Internship. School counselors-in-training will repeat the Practicum experience if they obtain a grade of “C” or lower.

1. Completion of Supervised Practicum Clock Hours
   a. A minimum of 100 total clock hours - logged weekly over the semester
   b. At least 40 clock hours of direct service with actual clients
   c. At least 1 hour each week of individual supervision by Site Supervisor
   d. At least 1 hour each week of individual or triadic supervision by university supervisor
   e. An average of one and one half (1 1/2) hours per week of group supervision by university supervisor
   All clock hours, including direct service and non-direct hours must be logged weekly with the provided form (Hour Log Form). All hour log forms must be kept, maintained and updated weekly as appropriate in the WKU Portfolio.

2. Attendance at all Group Supervision meetings (Practicum course) and Individual/Triadic Supervision meetings. School counselors-in-training are expected to bring a video of their work with a client to every meeting. School counselors-in-training are expected to video as many counseling sessions held with clients as possible.

3. Maintenance and Submission of WKU Portfolio. See Appendix WKU School Counseling Electronic Portfolio for details.

4. Graded Assignments. School counselors-in-training must refer to the current Practicum syllabus for graded assignments and presentations.

5. School counselors-in-training must complete and submit the following forms electronically at the end of the Practicum semester to the university supervisor. See Appendix WKU School Counseling Electronic Portfolio for details:
   a. Monthly time sheet
   b. Midterm Evaluation of Student Counselor’s Performance
   c. Final Evaluation of Student Counselor’s Performance
   d. Site Evaluation Form
   e. NOT REQUIRED - Intern’s Evaluation of Supervisor
All mentioned documents must be maintained and submitted electronically. School counselors-in-training are encouraged to keep a hardcopy as well.

Guidelines and Policies for Internship

A school counselor-in-training may begin the Internship only when she or he has met the following requirements:

Course Work - Successful completion (Grade of A or B) all prerequisite coursework for the Internship experience:
- CNS 550 – Introduction to Counseling
- CNS 554 – Group Counseling
- CNS 555 – Social and Cultural Diversity
- CNS 558 – Counseling Theories
- CNS 559 – Techniques of Counseling
- CNS 590 – Practicum

Required GPA - Has a minimum overall GPA of 3.0 for all courses included in the program of study.

Professional Performance Reviews – The school counselor-in-training must have received satisfactory Professional Performance Reviews in all course work taken.

All school counselor-in-training students will need to obtain an additional site to conduct 30% of their Internship hours. School counselors-in-training receive certification that allows them to work with children from Pre-Kindergarten to 12th grade. This encompasses a wide range of developmental levels. For this reason, school counselors-in-training must obtain a site at an elementary and secondary school (middle or high school setting).

School counselors-in-training employed in a school district may not count their classroom teaching hours as part of the Internship hours. District employees may fulfill their total 300-hour requirement (per semester) during their lunchtime, planning period, time before or after school, or district professional days. To avoid any dual relationships, school counselors-in-training may not conduct individual or group counseling sessions with the students in their assigned classes.

Important Information for Internship

Internship is regularly offered during the Fall and Spring semesters. School counseling Internship is not offered during the Summer semesters.
The Internship classes may be completed in one - three semesters. The school counselor-in-training is expected to spend approximately 20 hours per week for two academic terms (300 total hours per semester), or 40 hours a week for one academic term (600 total hours for the semester) at the Internship site. This will ensure ample time to accrue the necessary hours.

A minimum of one hour of individual supervision provided by the on-site supervisor is required each week.

School counselors-in-training are required to attend a weekly average of 1.5 hours of group supervision provided by the faculty supervisor. The school counselor-in-training and site supervisor will determine specific site Internship schedule jointly. The schedule is designed to provide the school counselor-in-training with the minimum of 300 (total of 600 for both internship classes) hours of supervised clinical experience. A minimum of 120 hours (total of 240 for both internship classes) must be direct client contact hours. Direct client contact hours are defined by working with a client individually or in a group counseling session, and classroom guidance lessons. Speaking with a teacher, administrator, referral agency, or parent about a student is defined as consultation and may not be considered part of the direct client contact hours.

The majority of public and private schools begin their school year before Western Kentucky University does. Some school counselors-in-training want to begin the school year when their Internship site does. This is a great opportunity to see what goes on during the first days of school. School counselors-in-training may do so, but realize these hours will not count towards your Internship hours. School counselors-in-training may assist the school counseling on-site supervisor, but may not begin conducting any counseling sessions or accrue any internship hours until receiving group supervision from a WKU faculty member.

School counselors-in-training enrolled in Internship are required to attend a counseling professional conference. This may include a local, regional, or national conference. Kentucky Counseling Association (KCA) holds their annual conference around October in Louisville, KY. Kentucky School Counseling Association (KSCA) holds their annual conference around March in Lexington, KY. School counselors-in-training are highly encouraged to submit a proposal to present at a conference. Conference proposals could include a poster, research, or content proposal.
Internship Hour Requirements

<table>
<thead>
<tr>
<th>Number of credits for each semester of internship</th>
<th>Minimum counseling/direct contact hours</th>
<th>Other on-site activities</th>
<th>Minimum individual supervision hours</th>
<th>Minimum group supervision hours</th>
<th>Total internship hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>120</td>
<td>142.5</td>
<td>15</td>
<td>22.5</td>
<td>300</td>
</tr>
</tbody>
</table>

A total of 300 Internship hours must be earned in conjunction with a grade of “B” or better in CNS 595 in order to complete this program requirement and be eligible to enroll in CNS 595 II Internship.

Counseling/direct contact hours include: Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + classroom guidance hours. The student client must be physically in front of the school counselor-in-training to be considered direct contact hours. Speaking with a teacher, administrator, referral agency, or parent about a student is defined as consultation and may not be considered part of the direct client contact hours.

Individual supervision hours include: Time spent with site supervisors discussing development as a counselor and counseling interactions with clients at the site. Supervision may be conducted as a dyad or triad (defined as one supervisor and two supervisees), but not as a group staffing. The ideal format for supervision is face-to-face and includes review of a recent videotape of a counseling session. Supervision should cover skills, conceptualization, personalization, and professional identity development. Students should plan, negotiate, and advocate at the site to receive these experiences. Consultation in passing (also known as drive-by supervision) is not a viable alternative to scheduled supervision.

Group supervision hours include: Time spent in Internship class. Group supervision must average of 1.5 hours per week for the semester registered for practicum/internship.

Other on-site activities include: Any time at the site that is not direct counseling contact, but related to client service, site support, or development as a counselor. These hours can include staff/faculty consultation, family consultation, referrals, in-service or trainings for site staff, site/client-related paperwork, site-related administrative duties,
observation, advocacy, phone contact, or other activities typically performed by the school counselor.

**Total Internship hours include:** Client direct contact hours + individual supervision hours + group supervision hours + other on-site activities + professional development hours from conferences.

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**Enrollment Procedures for CNS 595 – Internship I & II**

1. Sign and electronically submit Internship Site and Supervision Contract to the University Supervisor.
   - Include signatures of school counselors-in-training, school Site Supervisor, and principal
   - The completion of the Internship Site and Supervision Contract indicates that counselors-in-training understand and have met the academic and professional requirements and prerequisites for Internship. Such requirements include:
     - Successful completion of Practicum

   The following documents must be included with the Internship Site and Supervision Contract submitted to the course instructor by the due date. Please make sure they are submitted in the order as listed below:

   1. Proof of Professional Membership (ACA, KCA, ASCA, KSCA)
   2. Copy of Malpractice Insurance
   3. Copy of current proposed Site Supervisor’s vita/resume (if different than Practicum)

   Completed forms must be submitted electronically to the University Supervisor prior to the beginning of the semester.

   Failure to submit forms by the due date may delay enrollment into CNS 595 Internship I or II, up to an entire year.
Internship Course Requirements and Assignments

A grade “B” or better is required to successfully complete Internship. School counselors-in-training must have earned at least a “B” in Internship I in order to proceed into Internship II. School counselors-in-training will take part in remediation plans of the above mentioned criteria have not been met.

1. Completion of Supervised Internship Clock Hours (Double these requirements if you are enrolled in 6 hours of internship.)
   a. A minimum of 300 total clock hours - logged weekly over the semester
   b. At least 120 total clock hours of direct service with actual clients
   c. At least 1 hour each week of individual supervision by Site Supervisor
   d. An average of one and one half (1 1/2) hours per week of group supervision by university supervisor

   All clock hours, including direct service and non-direct hours must be logged weekly with the provided form (Hour Log Form). All hour log forms must be kept, maintained and updated weekly as appropriate in the WKU Portfolio.

2. Attendance at all Group Supervision meetings and on-site Individual/Triadic Supervision meetings. School counselors-in-training are expected to bring a video of their work with a client to every meeting. School counselors-in-training are expected to video as many counseling sessions held with clients as possible.

3. Maintenance and Submission of WKU Portfolio. See Appendix WKU School Counseling Electronic Portfolio for details.

4. Graded Assignments. School counselors-in-training must refer to the current Internship syllabus for graded assignments and presentations.

5. School counselors-in-training must complete and submit the following forms electronically at the end of the Internship semester to the university supervisor. See Appendix WKU School Counseling Electronic Portfolio for details:
   a. Monthly time sheet
   b. Midterm Evaluation of Student Counselor’s Performance
c. Final Evaluation of Student Counselor’s Performance  
d. Site Evaluation Form  
e. Intern’s Evaluation of Supervisor

All mentioned documents must be maintained and submitted electronically. School counselors-in-training are encouraged to keep a hardcopy as well.

Incomplete Practicum or Internship Experiences

There may be unexpected circumstances that prevent a school counselor-in-training in fulfilling the required number of hours to satisfy the Practicum or Internship course requirements. In a case-by-case basis, school counselors-in-training may negotiate an Incomplete for the semester. The described steps below are required:

- Arrange and attend a meeting with the Faculty Supervisor to indicate that there is a potential for not completing the requirements. Discuss any possible plan of actions.
- Complete and electronically submit a proposed Plan of Action for Course Completion form to the Faculty Supervisor/Instructor, Clinical Coordinator, and site supervisor.
- Arrange and attend a meeting with the Faculty Supervisor/Instructor, Clinical Coordinator, and Department Head to discuss the Plan of Action for Course Completion. Pending approval, the faculty listed above and the school counselor-in-training will sign the plan.
- Please be aware faculty are not required to accept the terms proposed in the Plan of Action for Course Completion. In such cases, an Incomplete would not be supported and a grade would be assigned based upon the completed work.

Current Experience at Approved Sites

The typical Practicum & Internship experience is not a paid experience. Some school counselors-in-training need to work while they are enrolled in Practicum & Internship. In most cases, school counselors-in-training may complete a portion of their Practicum & Internship at their current job site. ALL direct and indirect hours applied towards the school counseling Practicum & Internship must be completed outside of the expected duties required by the paid position. For example, current teachers may not count their class instruction as part of their classroom guidance hours.

District employees may fulfill their total hour requirement during their lunchtime, planning period, time before or after school, or district professional days. To avoid any
dual relationships, school counselors-in-training may not conduct individual or group counseling sessions with the students in their assigned classes.

Additionally, the direct and indirect hours applied towards the school counseling Practicum & Internship must be completed with a different population from which they normally work. For example, current teachers may not conduct counseling sessions or classroom guidance lessons with their students.

All school counselor-in-training students will need to obtain an additional site to conduct 30% of their Internship hours. School counselors-in-training receive certification which allows them to work with children from Pre-Kindergarten to 12th grade. This encompasses a wide range of developmental levels. For this reason, all school counselors-in-training must obtain a site at an elementary and secondary school (middle or high school setting).

Changing Practicum & Internship Sites and Supervisors

At times it may be necessary for a school counselor-in-training to change sites due to unforeseen circumstances. The school counselor-in-training must consult with the Faculty Supervisor and School Counseling Clinical Coordinator before initiating any changes. A Petition for Change in Practicum or Internship form must be submitted to the Faculty Supervisor and School Counseling Clinical Coordinator for approval. Approvals are not guaranteed.

A list of Approved Sites for Practicum & Internship are available on the School Counseling Practicum & Internship web page http://www.wku.edu/csa/sc/practicum_internship.php

There are a limited number of schools listed. In order to request a new Practicum or Internship site, students must find an acceptable site and ensure that the potential school counseling site supervisor meets the Counseling and Student Affairs department requirements. Although the Department of Counseling and Student Affairs may approve a site, it does not mean that the site can guarantee you a Practicum or Internship experience. The school counselor-in-training must contact the potential site personally to speak with the school counselor.
APPENDIX A

School Counseling Site

<table>
<thead>
<tr>
<th>Requirements</th>
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<tbody>
<tr>
<td>All School Counseling Practicum and Internship sites are approved based on several criteria. Site Supervisors must be appropriately experienced, credentialed, and must meet all of the following:</td>
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<tr>
<td>☐ A minimum of a master’s degree in school counseling and appropriate certifications as a school counselor.</td>
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<tr>
<td>☐ A minimum of two years of pertinent professional experience as a certified school counselor.</td>
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<tr>
<td>☐ For example, a school counseling student’s Site Supervisor must provide documentation of at least 2 years post full-credentialed experience as a school counselor.</td>
</tr>
<tr>
<td>☐ Has completed the CNS Site Supervisor Orientation. It is essential that the site supervisor is knowledgeable of the program’s expectations, requirements, and evaluation procedures for students.</td>
</tr>
<tr>
<td>☐ Has received relevant training in counseling supervision.</td>
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</tbody>
</table>

Site Supervisors must agree to and meet the following conditions:

☐ Provide individual and/or triadic supervision for at least an hour every week; while consistently watching and reviewing videos.

☐ Site supervisors provide regular feedback to students they supervise in individual or triadic supervision about their development as school counselors.

☐ Ensure that there is a fully credentialed school counselor on-site and available whenever students are seeing clients. In addition, site supervisors must accompany students all on home visits or any direct service outside of the school.

☐ Sign and agree to Practicum/Internship Site and Supervision Contract.

☐ During practicum/internship, site supervisors consult with faculty supervisors upon request for midterm and final evaluations. Site supervisors discuss midterm
and final evaluation with faculty supervisors and students and sign the evaluations along with faculty supervisors and students.

APPENDIX B

CSA POLICY ON SECURITY OF MEDIA
DEPARTMENT POLICIES
http://www.wku.edu/csa/policies/department_policies.php

Video Media Format
Students must submit video assignments in a digital format (e.g., DVD or USB drive).

Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Video and Audio Security
Video or audio files of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting a video file to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the video file in a locked portable file cabinet or brief case within the car (lock 2).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.
Video Lifetime and Destroying Procedures
At the conclusion of each semester, all video and audio recordings must be deleted.

APPENDIX C

School Counseling Electronic Portfolio

A WKU Practicum & Internship Portfolio must be maintained throughout the semester. Students are responsible for digitally completing and digitally signing the following documents, and maintaining them with current dates and digital signatures throughout the semester.

Although there is not a grade associated with this portfolio, it must be completed in the order noted below, electronically submitted as one document and emailed to both the Instructor at the end of the semester in order to receive a passing grade for the course.

Practicum School Counseling Electronic Portfolio

- Practicum Application
- Practicum Site and Supervision Contract
- Weekly Hours Log—digitally signed by school counselor-in-training and site supervisor
- Midterm Evaluation of School Counselor-in-training’s Performance
- Final Evaluation of School Counselor-in-training’s Performance
- Student Evaluation of Site
- Diary of weekly feedback from site and faculty supervisor (Optional)

Internship School Counseling Electronic Portfolio

- Internship Site and Supervision Contract
- Weekly Hours Log—digitally signed by school counselor-in-training and site supervisor
Midterm Evaluation of School Counselor-in-training’s Performance
Final Evaluation of School Counselor-in-training’s Performance
Student Evaluation of Site
Resume of Student
Proof of Malpractice Insurance
Proof of Professional Membership
Proof of Conference Attendance
Diary of weekly feedback from site and faculty supervisor (Optional)

APPENDIX D

Recommended Objectives

- Conduct individual counseling sessions with students who have a variety of presenting issues.
- Conduct small group counseling sessions.
- Conduct developmental classroom guidance sessions.
- Conduct consultations with parents, teachers, and other referral sources.
- Participate in new student orientations.
- Create a newsletter for faculty and student body to publicize the school counseling program.
- Develop professionally by affiliating with KSCA, ACA, ASCA, and attending conferences considered important by your sponsoring counselor and university supervisor.
- Participate in school counseling departmental meetings.
- Develop a school counseling schedule, timeline, or calendar of events.
- Develop a notebook of appropriate referral resources to be used for referring students. Include follow up procedures.
- Familiarize yourself with school policies and procedures for making referrals.
- Conduct in-service/staff development sessions with teachers, parents, and school counseling staff.
- Participate in the school's student advisement program.
- Familiarize yourself with the career center resources of the school.
Assist students in utilizing the career center.
Work with librarian/media specialist to develop bibliotherapy resources.
Familiarize yourself with school policies and procedures regarding state laws and ethics applicable to the role of school counselor.
Familiarize yourself with the school's website. Create a page or link for the school's counseling program. If there is no website, help create one.
Learn the Student Improvement Team (SIT) guidelines and process.
Formulate a job description for your work setting or projected work setting. Submit a copy to your university supervisor.
Design classroom guidance curriculum for the campus.
Integrate Expressive Art, Mind-Body based learning, or social emotional activities in individual or group counseling sessions and classroom guidance lessons.
Participate in Individualized Learning Plans.