



**WESTERN CONNECTICUT STATE UNIVERSITY**

**COUNSELOR EDUCATION**

**FIELDWORK MANUAL**

School of Professional Studies  
Department of Educational Psychology  
Counselor Education Program

Western Connecticut State University  
181 White Street  
Danbury, CT 06810

This fieldwork manual is provided to students and applicants for their general information and guidance only. It does not constitute a contract; either expressed or implied and is subject to revision at the University's discretion.

## TABLE OF CONTENTS

| <b>Topic</b>  | <b>Page</b> |
|---|-------------|
| Introduction & Preparing for Fieldwork  | 3           |
| CACREP Requirements for Fieldwork Site Supervisors  | 3           |
| Fieldwork Roles in the Counselor Education Program: Fieldwork Coordinators & Faculty Supervisors              | 3           |
| Site Supervisors: Qualifications, Requirements, Training, & Role  | 5           |
| Locating a Fieldwork Site   | 10          |
| Professional Memberships & Attendance at Conferences/Meetings   | 12          |
| Requesting Approval of a Fieldwork Site/Site Supervisor   | 13          |
| Affiliation Agreements and Memorandums of Understanding (MOUs)  | 14          |
| Fieldwork Site Agreement (FSA) Deadlines  | 15          |
| Background Checks & Fingerprinting  | 15          |
| Evaluation of Student Dispositions: Policy for Student Retention, Remediation, and Dismissal from the Program | 17          |
| Professional Conduct  | 19          |
| Practicum Overview  | 22          |
| Internship Overview   | 23          |
| Evaluation Procedures & Requirements  | 27          |
| Clinical Mental Health Counseling Specific Information  | 27          |
| School Counseling Specific Information  | 39          |
| Forms Required for Fieldwork Placement  | 47          |
| Clinical Folder Checklist   | 48          |
| Fieldwork Site Agreement (FSA)  | 49          |
| Statement of Confidentiality  | 54          |
| Weekly Activity Log of Hours  | 55          |
| Student Evaluation of Site  | 56          |
| Student Evaluation of Site Supervisor   | 57          |
| Site Supervisor Counseling Practicum & Internship Student Evaluation  | 59          |
| Permission for Recording or Videotaping a Client  | 63          |
| Sample Case Note Template   | 64          |

## INTRODUCTION

This manual provides information and requirements pertaining to fieldwork for students in the Western Connecticut State University Counselor Education Program, Clinical Mental Health Counseling (CMHC) and School Counseling (SC) options.

In addition to the materials located in this manual, please also review information about fieldwork located on our webpage and in our student handbook. It is also very important to be familiar with WCSU policies and program requirements located in the [Graduate Catalog](#).

This Fieldwork Manual contains information about fieldwork policies and requirements that pertain to all students in the Counselor Education Program. Students are expected to review this manual and become familiar with the requirements for fieldwork.

## PREPARING FOR FIELDWORK

### Prerequisites for Fieldwork

**Coursework:** All required prerequisites need to be completed before approval for starting fieldwork. Students should consult with their Faculty Advisor for information about these prerequisites several semesters in advance of starting fieldwork to plan the timeline for their completion.

**GPA:** Students need to demonstrate a cumulative GPA of 3.0 or higher to begin fieldwork. Students whose GPAs are below 3.0 as they approach their fieldwork experience should contact their Faculty Advisor to discuss a plan to raise their GPA before applying for fieldwork.

## CACREP REQUIREMENTS FOR FIELDWORK

WCSU's Counselor Education Program, Clinical Mental Health Counseling and School Counseling options are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accredited programs meet or exceed standards for fieldwork experiences set by CACREP, including the qualifications required for site supervisors.

## FIELDWORK ROLES IN THE COUNSELOR EDUCATION PROGRAM

Western Connecticut State University provides a supportive structure for the practicum and internship experiences with arrangements through multiple professional roles, including the Clinical Mental Health Counseling Fieldwork Coordinator, the School Counseling Fieldwork Coordinator, Fieldwork Faculty Supervisors, Fieldwork Site Supervisors, and the Counselor Education Program Coordinator.

**Clinical Mental Health Counseling Fieldwork Coordinator (Dr. Gutheil)****School Counseling Fieldwork & Program Coordinator (Dr. Monte)**

The Clinical Mental Health Counseling Fieldwork Coordinator and the School Counseling Fieldwork Coordinator are members of the faculty in the Counselor Education Program who support students during the fieldwork application process. The Fieldwork Coordinator is responsible for reviewing and approving fieldwork sites and site supervisors to ensure the quality of the fieldwork experience and to document that sites and supervisors meet the standards of Western Connecticut State University's Counselor Education Program and our accrediting bodies. The Fieldwork Coordinator also acts as a liaison between the students and site supervisors to assist with initial and evaluation paperwork required by the Program. The Fieldwork Coordinator verifies student evaluations and performs other activities designed to support students in fieldwork. The Fieldwork Coordinators assist all students in obtaining both practicum and internship placements as needed; however, the student is ultimately responsible for securing a site.

**The Role of the Fieldwork Coordinator:**

- To monitor the entire fieldwork process for the Counselor Education Program at WCSU.
- To provide all Site Supervisors with a welcome email, the Counselor Education Fieldwork Manual, student evaluation documents, all required supervision training materials, and directions on how to use Typhon. A separate email containing the log in codes for Typhon will be provided once students log their initial hours in Typhon.
- To always be available to assist with any student, Site Supervisor, or Faculty Supervisor issues, concerns, or emergencies.

**Faculty Supervisors**

The fieldwork experience includes the student's mandatory participation and attendance in weekly group supervision meetings facilitated by the Fieldwork Faculty Supervisor. Students must attend a minimum of 1.5 hours of group supervision each week of the semester. The Counselor Education faculty member who serves as the Faculty Supervisor has primary responsibility for the student's progress in developing proficiencies in program-specific learning outcomes, practice management skills, and counselor education knowledge. The Faculty Supervisor provides course instruction and weekly group supervision meetings with students, evaluates each student's progress on a regular basis, contacts Fieldwork Site Supervisors on a bi-weekly basis, meets with each student and their Site Supervisor at least once each semester, provides documentation of all contacts with the Site Supervisor in Typhon, monitors hours and the submission of required surveys in Typhon, and determines final fieldwork course grades. The Faculty Supervisor works collaboratively with the approved Site Supervisor to gather and provide feedback about the student's progress and growth.

A final grade for the fieldwork experience is given by the Faculty Supervisor based upon activities and assignments, participation in weekly group supervision meetings, evaluations submitted by the Fieldwork Site Supervisor, and the completion of all required on-site fieldwork hours documented and turned in on time.

### **The Role of the Faculty Supervisor:**

- To contact the Site Supervisor via email and/or phone during the 1<sup>st</sup> week of the semester to introduce themselves and to provide their contact information.
- To meet with all students in fieldwork every week of the semester for 1.5 hours for group supervision class. Faculty Supervisors will discuss what is going on at each students' site each week in class.
- To review the importance of confidentiality at the beginning of each semester with all students in fieldwork and to ensure that all students complete the confidentiality statement in Typhon at the beginning of every semester of fieldwork.
- To monitor the accurate input of all students' weekly hours in Typhon.
- To contact the Site Supervisor bi-weekly throughout the semester via email and/or phone to check student progress.
- To attend at least one meeting in-person or online each semester with the student and the Site Supervisor to review the student's progress. It is the student's responsibility to schedule the meeting and provide the virtual meeting link or address of the site.
- To document all site supervisor contacts (email, phone, virtual or in-person meetings) in Typhon.
- To remind the Site Supervisor to complete the Site Supervisor Counseling Practicum & Internship Student Evaluation that must be completed at the end of every semester. Students will not receive a grade in their fieldwork course until the evaluation has been submitted.
- To remind the students to complete the Student Evaluation of Site and Student Evaluation of Site Supervisor evaluations that must be completed at the end of every semester of fieldwork. Students will not receive a grade in their fieldwork course until the evaluations have been submitted.
- To contact the Site Supervisor at the end of the semester as a final check-in and to remind them of the emergency procedures in place during any breaks from school when students are not in weekly supervision.
- To be available in case of an emergency.

### **Site Supervisors**

The Site Supervisor is an integral member of the fieldwork experience who performs a key role in facilitating a successful field placement experience. The Site Supervisor provides a valuable

service to students, the community, and the profession. Site Supervisors are approved by the Fieldwork Coordinator based upon a review of their qualifications.

**Site Supervisors must have the following qualifications:**

1. A minimum of a master's degree, preferably in counseling or a related profession with equivalent qualifications.
2. Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession. The Counselor Education Program requires that site supervisors hold current licenses/certifications required in their specific specialization to practice independently in their states.
3. A minimum of two years of pertinent professional experience as a fully licensed counselor in the program area in which the student is enrolled.
4. Relevant education or training in counseling supervision (such as a course taken during their graduate program, a Continuing Education course taken in person or online, or a workshop).
5. Site Supervisors who cannot document training or education in counseling supervision at the time of submitting the fieldwork application materials will need to complete this requirement and provide documentation **before** the student's fieldwork application can be approved.
6. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

**Site Supervisor Specific License Requirements for Clinical Mental Health Counseling**

Site Supervisors need to have a current state license to practice therapy independently (without needing supervision themselves); the license must allow the supervisor to practice therapy independently with the wide range of clients and the wide range of presenting issues seen in the field of mental health counseling. These licenses include the following: Licensed Professional Counselor, Licensed Mental Health Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, and Licensed Psychologist. Your site supervisor's license must also provide the ability to independently supervise pre-licensed and pre-degree fieldwork students in Mental Health Counseling programs. An "Associate" license will not satisfy these requirements. Two years of professional experience working as a fully licensed professional in the mental health counseling field are required for approval as a site supervisor.

Certifications (for example, Certified School Counselor, Certified Alcohol & Drug Counselor) without a supporting state license to practice independently as a therapist are not acceptable. For example, someone with a certificate as a Drug/Alcohol Counselor, or who held a School Counseling credential, would not be eligible to be a Site Supervisor unless they also were a therapist holding one of the licenses listed above. Students need to review their licensure regulations and requirements carefully regarding site supervision and consult with the Clinical Mental Health Counseling Fieldwork Coordinator if they have any questions about whether a proposed supervisor's license will meet program requirements.

### **Site Supervisor Specific License Requirements for School Counseling**

Site Supervisors need to have a current state approved school counselor certification. Two years of professional experience working as a certified school counselor in a school is required for approval as a site supervisor.

Students should check with the Fieldwork Coordinator if they are unsure about the license/certificate the potential site supervisor holds.

### **Site Supervisor Supervision Training**

Site Supervisors who do not have documented training in counseling supervision will be provided with supervision training prior to the start of supervision via a PowerPoint presentation and a copy of the Site Supervisor Counseling Practicum & Internship Student Evaluation. After reviewing all materials, site supervisors must take an online quiz provided by WCSU's Counselor Education Program and pass with a minimum of 80%.

### **The Role of Site Supervisors**

The role of Site Supervisors includes the following:

1. Holds the appropriate credential, a minimum of two years of experience as a fully licensed counselor, and is officially employed by the site.
2. Provides a resume and documentation of training in counseling supervision or completes the WCSU training module prior to the start of supervision.
3. Ensures there is no personal or professional relationship with the student (i.e., a principal or supervisor who regularly evaluates the student, relative, etc.).
4. Agrees to abide by all federal and state laws, statues, regulations, other legal guidelines, and the ACA Code of Ethics and/or ASCA Ethical Standards.
5. Ensures that the student's role and responsibilities at the site are appropriate for the level of training received and are communicated to the appropriate staff.
6. Collaborates with the student to develop goals and objectives for the fieldwork experience (i.e. what they want to learn, improve upon, etc.). Provide suggestions and guidance in terms of realistic activities that can be completed within the time constraints of the experience.
7. Provides a thorough orientation to the fieldwork site and its personnel that includes orientation materials and experiences that familiarize students with the placement's mission, objectives, client/student population, administrative policies, procedures, standards, and practices.
8. Reviews all policies and procedures for dealing with emergencies and safety issues with the student and is available to the student in case of emergency.

9. Arranges for student involvement in staff meetings, professional development, and other appropriate experiences throughout the fieldwork placement.
10. Organizes the fieldwork experience and provides training and direct experience in counseling individuals, couples, families and/or groups as appropriate.
11. Ensures the student has access to the resources needed to complete the requirements of the fieldwork placement (i.e., office space, phone, access to clients/students, appropriate access to records, computer, assistance to facilitate completion of documentation and secure storage of case notes, files, and other confidential materials etc.)
12. Ensures the student has the opportunity to work with a diverse group of clients and monitors the fieldwork experience to ensure that the needs of the student and the needs of the clients are met.
13. Provides an opportunity for the student to co-facilitate small groups (10 hours required during practicum or internship).
14. Communicates with the WCSU Faculty Supervisor regularly throughout placement to discuss student's progress in meeting fieldwork expectations assessed in the fieldwork evaluation and provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the fieldwork experience.
15. Provides live supervision of student counseling sessions and observes the student regularly on-site to provide feedback as needed.
16. Provides ongoing feedback during weekly supervision meetings (minimum 1 hour per week) with the student. If a student is placed at more than one fieldwork site during a semester, the student must obtain one hour of supervision at each site every week.
17. Monitors and approves the student's hours in Typhon weekly and completes the summative evaluations in Typhon at the end of each semester the student is in field placement under supervision.
18. Contacts the WCSU Faculty Supervisor immediately if there is a problem or concern with the student's performance.
19. Provides any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisor's involvement in supervision above and beyond the minimum expectations listed above.)

#### **ADDITIONAL REQUIREMENTS FOR SITE SUPERVISORS**

- Site Supervisors must not have any dual relationships (e.g., family member or friend; employer; current or past therapist for at least 7 years; etc.) with students; or any conflicts of interest that may arise when supervising a fieldwork intern. If students or potential supervisors have questions about this, please contact the Fieldwork Coordinator early in the process. There may be exceptions to this if you are completing

your fieldwork at your place of employment. Consult with the Fieldwork Coordinator regarding options/expectations.

- Potential Site Supervisors should review all fieldwork requirements in advance before agreeing to supervise a student. Students should provide all potential site supervisors with a copy of the Fieldwork Manual.

### **Student Responsibilities at the Fieldwork Site**

Students have many responsibilities throughout the fieldwork experience. Students are responsible for being aware of and following all fieldwork policies and procedures as outlined in the Counselor Education Fieldwork Manual, Counselor Education Student Handbook, and in the Fieldwork Site Agreement. Students are also responsible for following all policies and procedures of their fieldwork site.

While at the field placement, it is the student's responsibility to complete the following:

1. To abide by all federal and state laws, statues, regulations, other legal guidelines, and the ACA Code of Ethics and/or ASCA Ethical Standards and to represent themselves as a student counselor-in-training with people that they are providing services to.
2. To ensure that their student liability insurance is current for the duration of the fieldwork experience.
3. To ensure that the Site Supervisor has a copy of the Site Supervisor Counseling Practicum and Internship Student Evaluation and the WCSU Fieldwork Manual.
4. To collaborate with the Site Supervisor to establish goals and objectives for the fieldwork site placement.
5. To establish a schedule at the placement site that is compatible with the Site Supervisor's schedule.
6. To arrange release time from any other workplaces to complete the fieldwork hours within the agreed upon time frame at the site.
7. To operate within the procedures and policies of the school or agency. In the event of an emergency at the fieldwork site, the student must follow the emergency policies and procedures of the site and immediately notify their Site Supervisor and/or key staff person as instructed. The student will also notify their WCSU Faculty Supervisor and the WCSU Fieldwork Coordinator.
8. To actively participate in the learning process, complete all agreed upon tasks, and demonstrate professional dispositions throughout the fieldwork experience.

9. To seek assistance from the Site Supervisor and/or Faculty Supervisor when dealing with unfamiliar, difficult, or high-risk situations or cases.
10. To participate in weekly individual or triadic face-to-face supervision for a minimum of 1 hour per week with the site supervisor to develop counseling knowledge and skills.
11. To participate in 1.5 hours of group supervision per week with the faculty supervisor and to complete all requirements of fieldwork in Typhon as outlined in the Fieldwork Manual.
12. To advocate for themselves if they do not have the tools or resources (access to clients/students, space to meet, access to appropriate records, etc.) needed to complete the requirements for the fieldwork placement.

## **TYPHON**

Typhon is the database management system used to track the practicum and internship hours completed by all WCSU Counselor Education students. Typhon is used to track the hours completed by practicum/internship student counselors-in-training on a weekly basis. Site Supervisors approve the hours and complete the Site Supervisor Counseling Practicum & Internship Student Evaluation that must be submitted at the end of every semester in Typhon. Hours must be approved, and the evaluation completed before a student is given a grade in their fieldwork course. Site Supervisors will be provided with login information and directions for Typhon once the fieldwork experience begins.

## **LOCATING A FIELDWORK SITE**

Students should start very early in their programs to identify potential sites that meet WCSU's requirements for a fieldwork placement. Students should work with the Fieldwork Coordinator for their program option at least one semester prior to beginning Practicum. In the first month of the student's Practicum, the student should be informing the Fieldwork Coordinator of plans for Internship (expected semester to start Internship, sites under consideration, etc.). In other words, if you are beginning Practicum in the spring semester, you should contact the Fieldwork Coordinator in September to discuss Practicum sites. Students are ultimately responsible for locating fieldwork sites and providing information to potential site supervisors about the fieldwork experience and the Counselor Education Program's fieldwork requirements.

With other counseling programs in our geographic area, there is competition for Practicum/Internship sites, and early contracting with a site is recommended.

Please note that students must have the flexibility to complete the fieldwork experiences at an approved site during the fieldwork portion of their training.

Connecting with your Faculty Advisor is also an important first step for accessing resources and assistance to support the fieldwork preparation process. Faculty Advisors can provide valuable information and resources about preparing for fieldwork, sites where previous students completed fieldwork, and can meet with students to discuss the best strategies for reaching out to potential sites in their communities.

Doing a thorough internet search of counseling resources in cities within an hour's commute may yield additional leads for other possible sites and allows students to research potential sites' services and populations served to best match students' career goals.

**Note for All Students: All fieldwork must be completed in person at the fieldwork site. Virtual (online) fieldwork sites are not eligible sites for the fieldwork experience.**

**Note: If an in-person fieldwork site also conducts telemental health virtual counseling as part of their regular process, the site must meet certain requirements and conditions for the WCSU student to participate in the virtual counseling. Students must contact their Faculty Supervisor and the Fieldwork Coordinator to discuss the expectations of the site prior to participating in any virtual counseling.**

**Note for Clinical Mental Health Counseling Students: Private practices and group practices are not eligible sites for the clinical fieldwork experience.**

**Note for School Counseling Students: If a student is considering completing fieldwork at any site other than a public K-12 school, this must be discussed with the School Counseling Fieldwork Coordinator in advance.**

### **Site Requirements**

We expect that sites will provide enough clients and direct counseling activities each semester.

Students should not be expected to find their own clients. When additional clients are needed to meet hour requirements, the Site Supervisor should consider the type of publicity or advertising that the site can develop to inform the public about opportunities for counseling services at the agency.

Any advertising or announcements about the services a counseling fieldwork student is available to provide must be created and distributed by the counseling fieldwork site and/or Site Supervisor and not by the student. Students in fieldwork are not allowed to develop any materials that will be viewed by the public about their availability for providing counseling services. Materials must include a clear statement about the student's status as a fieldwork student counselor-in-training who is under supervision and should also include the name of the Site Supervisor.

When presenting themselves to the public as someone who is providing counseling services, students must never use the word “professional” (as in “pre-licensed professional”). They should always include the word “student” to describe themselves. WCSU students must identify themselves as student counselors-in-training.

If any materials, advertising, or announcements developed by the Site Supervisor will be viewed by the public about a student learner’s availability for providing counseling services, these materials must be submitted to the Faculty Supervisor and Fieldwork Coordinator for review prior to it being released/distributed.

The fieldwork site is expected to provide appropriate space for learners to meet with clients. Students must not make their own arrangements for offices or other spaces outside of the agency where they will meet with clients. If any counseling activities are to be held outside of the agency’s own space, appropriate plans must be made for providing adequate monitoring and supervision of the student while working with clients outside of the agency; the Faculty Supervisor and Fieldwork Coordinator must be consulted about these arrangements in advance. This includes virtual meetings with clients.

### **Professional Memberships and Attendance at Conferences/Meetings**

Becoming a student member of the state branch of a professional counseling organization is essential for networking purposes and for finding fieldwork and job opportunities. These state and local divisions provide excellent opportunities for networking with local counselors and therapists who can provide information about possible sites and/or site supervisors. They also frequently schedule local meetings, workshops, and other opportunities for building professional relationships in the community.

Professional Organizations:

[American Counseling Association](#) (ACA)

[Connecticut Counseling Association](#) (CCA)

[American Mental Health Counseling Association](#) (AMHCA)

[New York Mental Health Counselors Association](#) (NYMHCA)

[American School Counselor Association](#) (ASCA)

[Connecticut School Counselor Association](#) (CSCA)

[New York State School Counselor Association](#) (NYSSCA)

### **Off-site Fieldwork Site Supervisors**

If a fieldwork site cannot provide a licensed therapist who meets all requirements to become an approved site supervisor, the site will not be approved by the Clinical Mental Health Counseling Fieldwork Coordinator.

A list of potential fieldwork sites will be provided to students by the Fieldwork Coordinator.

### **WCSU Career Success Center, Cover Letters, and Resumes**

The WCSU Career Success Center offers a wealth of information and resources to assist students in locating resources about resumes, cover letters, locating fieldwork sites, creating portfolios, and preparing for job interviews. Locating your practicum and internship sites is essentially practice for your eventual search for employment.

Once a list of potential fieldwork sites has been completed, students should develop a strong cover letter describing the type of fieldwork activities and supervision they are seeking, potential dates of practicum and internship, and the skills and knowledge they will be bringing to a fieldwork placement. Students should contact the WCSU Career Success Center for assistance in developing a cover letter and resume. A current resume can include experience gained in both paid and volunteer positions, graduate coursework taken, and other relevant information. Sending these materials via email to a specific contact, such as the clinic director, manager, lead counselor or executive director or principal at a potential fieldwork site will help your query. Following up with a phone call is an important strategy for finding possible placements.

It will be important to determine if a potential fieldwork site can meet the program's specific requirements for the Site Supervisor qualifications, as well as for the types of counseling activities students need to perform during the fieldwork experience.

### **Requesting Approval of a Fieldwork Site/Site Supervisor**

Students must email the Fieldwork Coordinator for their program option once they locate a potential site and site supervisor. The email must provide the following information:

Name of Site

Address of Site

Name of Site Supervisor

Phone Number for Site Supervisor

Email for Site Supervisor

The Fieldwork Coordinator will then review the request and determine if the site/site supervisor meets the requirements of the Counselor Education Program. Students who receive approval may then proceed with completing the Fieldwork Site Agreement (FSA) in collaboration with their Site Supervisor. If the Fieldwork Coordinator does not approve the request, the Fieldwork Coordinator will assist the student in finding an alternate site.

### **Affiliation Agreements and Memorandums of Understanding (MOUs)**

Students are responsible for determining if any additional documents or contracts beyond the basic Fieldwork Site Agreement (FSA) are required by a potential site. Some sites require a separate and formal Affiliation Agreement or MOU (Memorandum of Understanding). Frequently, potential Site Supervisors may not have all the information required by their agency or school district. Students should contact the agency director, Human Resources department, district office, or field placement officer directly to obtain all details about these requirements.

It is very important to determine far in advance of the anticipated fieldwork start date if a potential site requires an Affiliation Agreement, Memorandum of Understanding (MOU), or other contract for the placement of fieldwork students. Even if WCSU has developed an Affiliation Agreement with a site in the past, it does not mean that this Agreement is still in place or that it extends to all students, programs, or placement situations.

Developing an Affiliation Agreement or MOU can take many weeks, and in many cases, several months, to develop. Some sites will not permit Site Supervisors to fill out their own sections of the Fieldwork Site Agreement (FSA) until the Affiliation Agreement or MOU has been completed, which may delay submission of the application to WCSU past the deadline. The Fieldwork Site Agreement cannot be approved until we have a fully signed agreement in place, which may delay the student's fieldwork start date.

Although we have been successful in developing Affiliation Agreements and MOUs with many fieldwork sites, in some cases we are not able to reach a mutually agreeable contract and once we determine this, the student will need to locate a different fieldwork site. It is important to have back-up plans in place.

If a fieldwork site requires that an Affiliation Agreement, Memorandum of Understanding (MOU) or other contract must be in place with Western Connecticut State University, the student must contact the Fieldwork Coordinator well in advance to discuss the steps to initiate this process.

Students will be asked to provide the name and address of the site, the name of the contact person at the site who handles these contracts, the contact person's email address and phone number, the student's proposed start and end dates for being at this site, and whether the student is an employee of the site. Once students have provided this information to the Fieldwork Coordinator, contact will be made with your site to initiate the process for the Affiliation Agreement/MOU/contract.

### **Approved Fieldwork Site/Site Supervisor**

Once the Fieldwork Coordinator approves the site/site supervisor, it is then the student's responsibility to fill out the Fieldwork Site Agreement (FSA) completely and accurately in collaboration with the Site Supervisor. The form must also be signed by the administrator of the agency/school. Students will then submit the Fieldwork Site Agreement to the Fieldwork Coordinator by the required deadline.

### **Fieldwork Site Agreement (FSA) Deadlines**

Practicum Fieldwork Site Agreements should be submitted to the Fieldwork-Coordinator by the deadlines below:

- November 1 for School Counseling
- March 1 for Clinical Mental Health Counseling

Internship Fieldwork Site Agreements should be submitted to the Fieldwork-Coordinator by the deadlines below:

- April 1 for School Counseling
- June 1 for Clinical Mental Health Counseling

### **BACKGROUND CHECKS & FINGERPRINTING**

Students with a criminal history may face challenges in obtaining clinical licensure or school counselor certification as certain convictions may disqualify individuals from being eligible for certification or licensure. All state licensing and certification authorities and boards require fingerprinting and conduct state and national criminal background checks.

In addition, clinical and school fieldwork sites also require fingerprinting and state and national background checks. Clinical placements and school districts require students to be fingerprinted prior to the start of fieldwork, and students must pay for the cost of the fingerprinting. Students must complete the fingerprinting and background process as required by their sites. Some placements also mandate disclosures about prior convictions, drug testing, and/or vaccinations prior to interactions with clients or students. Each site supervisor retains the right to withdraw a placement if the fingerprinting indicates information that is problematic for the site. Students will not be able to complete the program's fieldwork requirements if the Practicum and Internship experiences cannot be completed due to a failed background check. In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program.

Students are responsible for understanding how any personal and/or criminal background may impact their ability to complete the degree program, earn a professional license or secure employment. WCSU encourages you to contact your future state licensing/certification board

and your state professional counseling association to determine if these limitations apply to you.

If you learn that a site requires background checks, health screenings, or special trainings as part of your application to that site, please inform the Fieldwork Coordinator.

Faculty in the counselor education program should be informed of any concerns you may have regarding your background. Please contact your advisor at the beginning of the program for an appointment if you think this might be an issue for you.

### **Completing Fieldwork at Place of Employment**

In some cases, students may be able to arrange for a fieldwork placement at their place of employment. These arrangements are reviewed by the Fieldwork Coordinator to determine that they meet the following requirements:

- Students who have clinical employment that meets all requirements may accrue fieldwork hours for performing their regular job duties. However, fieldwork activities must demonstrate professional growth and should go beyond students' current competencies and skills. Students who use their place of employment for fieldwork must document what they will do differently to foster professional growth.
- Conflicts of interest or dual relationships that are created by the student being both a fieldwork student and a paid employee at the site must be documented and addressed by the student and the Fieldwork Coordinator, Faculty Supervisor, and Site Supervisor.
- The Site Supervisor for fieldwork should be a different person than the employment supervisor and must hold no managerial functions that would create a dual relationship or impact the student's evaluation as an employee at the site. For example, a Site Supervisor who is the manager of the student's own employment supervisor would constitute a dual relationship, as would a Site Supervisor who is also the owner of the business where the student is employed.
- The proposed Site Supervisor will complete a section of the fieldwork agreement acknowledging that the placement meets the requirements as outlined above.

### **Adding or Changing Fieldwork Sites/Supervisors**

Students may need to change a site or supervisor during the fieldwork experience. There are also some occasions when students may need to add a second site and site supervisor to their fieldwork experience. For example, adding a second site may be appropriate when the primary site does not offer group counseling experiences, or if the student is not receiving enough hours at this site to meet program requirements.

**If a new or additional site or site supervisor is needed, students must consult with their Faculty Supervisor to discuss this process. Students are not allowed to leave a site until they**

**receive permission to do so from their Faculty Supervisor and the Fieldwork Coordinator. All new sites and site supervisors must be approved in advance by the Fieldwork Coordinator.**

To initiate the process for getting a new site and/or site supervisor approved, students must submit the contact information for their new proposed Site Supervisor to their Faculty Supervisor and the Fieldwork Coordinator. If approved, then a new Fieldwork Site Agreement (FSA) must be submitted to their Faculty Supervisor and the Fieldwork Coordinator.

Except in the case of a currently approved Site Supervisor being unable to conduct supervision due to illness or other unexpected circumstances, where the site can delegate another qualified person to provide supervision for up to two weeks, students cannot collect hours at any site or under any supervisor until they have received the approved written confirmation from the Fieldwork Coordinator. Once the new site or supervisor is approved, students must present the approval letter and contact information for the new Site Supervisor to their Fieldwork Faculty Supervisor.

**It is the student's responsibility to immediately notify their Faculty Supervisor whenever an approved Site Supervisor is not available for any weekly supervision meeting, or when they anticipate that an additional or new Site Supervisor or Fieldwork Site may be needed.**

When considering a secondary fieldwork site, students should be aware of the following:

- Students are expected to participate in face-to-face individual or triadic supervision with the approved Site Supervisor every week they are working at each fieldwork site.
- Students will submit hours for each site for approval by each approved Site Supervisor who worked with the student that week.
- The student is responsible for ensuring that the Site Supervisor at each site has completed and submitted the Site Supervisor Evaluation at the end of the semester unless other arrangements have been made in advance with the Fieldwork Faculty Supervisor, the Fieldwork Coordinator, and the Site Supervisor.

### **Accommodations for Students with Disabilities**

Each practicum and internship location will vary in the design of facilities, computer systems used, and procedural expectations. Students with disabilities should consider whether they will need accommodations at the selected site.

WCSU's [AccessAbility Services \(AAS\)](#) office is available to discuss students' specific needs and explore options in collaboration with Site Supervisors. Students should initiate discussions regarding their needs prior to the start of a practicum/internship or as soon as possible after a need is identified.

### **Evaluation of Student Dispositions: Policy for Student Retention, Remediation, and Dismissal**

### from the Program

The Counselor Education faculty meets regularly to evaluate the progress of each matriculated student. The Program has a Fitness to Practice Policy (FTP) to regularly evaluate the professional dispositions of students (See below). The student's advisor is responsible for collecting relevant feedback from the faculty about a particular student. Students' competence is evaluated using the Professional Dispositions Competency Assessment (PDCA) and documented with the FTP Evaluation Form. All students will be reviewed by individual faculty using the PDCA during Introduction to Clinical Mental Health Counseling and/or Introduction to School Counseling (EPY 585 and/or EPY 618), Counseling Skills and Helping Relationships (EPY 501), Advanced Counseling Skills (EPY 507 or EPY 508), Practicum (EPY 610 or EPY 611), Internship (EPY 612 and EPY 613 and/or EPY 614 and EPY 615) and as necessary throughout the program. Students will be provided with the evaluation criteria of the PDCA.

#### Probationary Process:

When a student's progress is not satisfactory, based either on academic criteria or professional criteria unrelated to academic performance, they may be placed on probation. In this event, the following process will occur:

1. The student will be contacted to schedule a meeting to discuss the concerns of the faculty. The meeting will be held with the issuing faculty member and the core faculty of the Counselor Education Program.
2. During the meeting, faculty concerns will be discussed with the student. Based on the information discussed at the meeting, another meeting may be scheduled, or a plan to assist the student may be developed, if appropriate.
3. Following the meeting, the student will receive a letter from their advisor or the Program Coordinator outlining the faculty's concerns and stating the outcome of the meeting.
4. If the student has been put on probation, the letter will delineate what conditions the student must meet to be removed from probationary status. In addition, the student will be informed of the consequences should the faculty's conditions not be met, including the possibility that the student will be removed from the Program.
5. Finally, the letter will state how long the probationary period is to last. Usually, a probationary period is one semester.
6. At the end of the probationary period, the faculty will again meet with the student for assessment and will inform the student (in writing) of their evaluation. Usually, a student is either reinstated into the Program fully or is terminated from the Program at this time. However, it is possible for probation to be extended if the student has met prior conditions outlined by the faculty but has shown evidence of new deficits.
7. Should a student continue to present work that is of marginal quality, academically or professionally, he or she will not be recommended for continuation in the Program.

***Fitness to Practice Policy***

The Counselor Education Program Fitness to Practice (FTP) policy is designed to ensure that students are not impaired and are prepared for fieldwork placement. The FTP policy is located in the WCSU Counselor Education Student Handbook in Appendix A. Counselor Education faculty cannot allow candidates who are currently impaired to engage in a field placement course.

**Students whose academic work is of marginal quality, less than a 3.0 average, in all MS in Counselor Education courses or who demonstrate personal qualities that are not conducive to the role of Licensed Professional Counselor, Licensed Mental Health Counselor, and/or School Counselor per the Fitness to Practice Policy will not be recommended for continuation in the program.**

**PROFESSIONAL CONDUCT**

Students are representing Western Connecticut State University during fieldwork and should conduct all activities in a professional and ethical manner. Fieldwork students must adhere to federal and state laws, statues, regulations, other legal guidelines, national and state ethical codes of professional associations in counseling, all related national and state licensure and certification boards and the policies and procedures of Western Connecticut State University and the Counselor Education Program.

Students are expected to be familiar with and follow the ethical standards of their professional counseling organizations. Adherence to the American Counseling Association Code of Ethics is expected of all students in the program. Adherence to students' program specialization codes of ethics is also expected (e.g., ACA, AMHCA, NYMHCA, CCA, ASCA, CSCA, NYSSCA).

Students whose behavior does not meet these standards at the fieldwork site, and/or during group supervision meetings may be referred to the Program Coordinator for review.

**Maintaining Privacy and Confidentiality**

Per the 2014 American Counseling Association Code of Ethics, Section B, Confidentiality and Privacy, student counselors-in-training have a duty and obligation to understand the ethical and legal requirements of confidentiality and to protect the confidentiality of clients. Students should not discuss client information or cases with anyone not specifically involved with or supervising the client or case. Students should always be aware of the location in which they are discussing client issues with appropriate individuals. Students should not discuss clients in hallways, stores, cafeterias, restaurants or on the phone in open public spaces. Students must be aware of and follow the agency/school policies regarding note taking, formal documentation, and releases. Students must obtain signed releases from clients when appropriate and under supervision from their site supervisor. Students must always protect client clinical information and paperwork documentation. Client records and paperwork must never be taken out of the agency/school, and they must be kept in locked files in a secure

location in the agency/school. Any notes taken for university supervision will exclude client identifying information. Students will follow WCSU Fieldwork Manual policies and procedures regarding recordings. The use of recording must be approved by the fieldwork site, Faculty Supervisor, and signed releases must be obtained in advance of any recordings. Recordings must be kept secure at all times and can only be viewed by Site Supervisors and Faculty Supervisors. Students must maintain the privacy and confidentiality of recordings and records. Students must follow the rules of HIPAA and/or FERPA.

### **Students Who Are Asked to Leave a Fieldwork Site**

When a student is asked to leave a fieldwork site for any reason, the student's Faculty Supervisor will notify the Fieldwork Coordinator and the Program Coordinator immediately to discuss the circumstances under which the student was dismissed from the site. The Faculty Supervisor will gather information regarding the dismissal from the student, the Site Supervisor, and other parties of interest (e.g., agency director/principal) with assistance from the Fieldwork Coordinator and the Program Coordinator.

Upon review of the documentation presented, the Fieldwork Faculty Supervisor, the Fieldwork Coordinator, and the Program Coordinator will determine if the situation will result in a failing grade (or withdrawal from the fieldwork course, depending upon the time in the semester).

If a Fitness to Practice referral is made, the Faculty Supervisor will notify the student and provide the student with information about the review process.

Students are responsible for following the WCSU [Student Code of Conduct Policy](https://www.wcsu.edu/judicial-affairs/wp-content/uploads/sites/173/2025/08/Student-Code-of-Conduct-Approved-6-26-2025.pdf) (https://www.wcsu.edu/judicial-affairs/wp-content/uploads/sites/173/2025/08/Student-Code-of-Conduct-Approved-6-26-2025.pdf) and all policies and procedures of the Counselor Education Program.

### **Failing a Fieldwork Course**

When a student receives a failing or non-satisfactory grade in a fieldwork course for any reason, they will not be allowed to count or retain any hours completed during that semester towards fieldwork requirements or state licensure.

Students who fail an Internship I course must start the repeat of the Internship I course on Day 1 of the semester; they do not collect internship hours at their sites during the semester break preceding the retake of Internship I.

**Dates of Attendance at Fieldwork Sites**

During any semester of Practicum or Internship, students are expected to be present at their fieldwork sites through the end of the semester, *even if they have accumulated all required hours before this time.*

Note: Per the CT State Department of Education, school counseling interns must attend their site for the full school year (August through June).

Note: Clinical Mental Health Counseling interns must attend their site from the start of the Summer I session through the first Friday of the following May and during intersessions and other breaks, as it is unethical to discontinue care.

Whenever students must leave sites before the stated end date on their formal Placement Site Agreement due to an unexpected situation, they must do so in a professional manner.

Students should consult with their Faculty Supervisor about informing the site and Site Supervisor about their plans to leave early so any adjustments that need to be made at the site (e.g., transfer of clients to other counselors; having adequate coverage at the site; etc.) can be done with adequate time in place.

Students who leave their fieldwork sites before the last week of the semester without receiving permission in advance from the Site Supervisor, Fieldwork Faculty Supervisor, and Fieldwork Coordinator will not receive a passing grade in the course and will be referred to the Program Coordinator for review before being permitted to retake the course.

Students are expected to be at their sites for the entire semester as outlined above. Students who need to be away from their fieldwork sites for more than one week during any semester (e.g., due to illness or other unanticipated and urgent situations) must notify the Site Supervisor in advance and must also inform the Faculty Supervisor and Fieldwork Coordinator. Students must obtain permission in advance for any vacations or days off that they want to take.

**Absences from Fieldwork Sites**

Absences from the fieldwork site for more than two weeks in any semester will result in the student not receiving a passing grade for the semester. Exceptions should be discussed in advance with the Site Supervisor, Faculty Supervisor, and Fieldwork Coordinator.

If an extreme and unanticipated situation results in a student being absent from the site for more than two weeks in a semester (e.g., severe storms that shut down the site itself for several weeks), the student should reach out to their Faculty Supervisor to discuss the situation and how it should be addressed. The Faculty Supervisor will consult with the Site Supervisor, the Fieldwork Coordinator, and the Program Coordinator about the situation.

Students must attend the weekly Group Supervision meeting with their Faculty Supervisor even if they have not been present at the fieldwork site during that week.

## THE COUNSELOR EDUCATION PRACTICUM OVERVIEW

The Practicum is the first step into professional fieldwork that enables students to interact in a helping relationship with children, adolescents, individuals, couples, families, and/or groups in approved agencies or schools. Practicum represents the first opportunity for the student to engage in direct service with “real” clients.

The Practicum consists of 100 hours of supervised, field-based activity during one academic semester with the major emphasis on the development of foundational skills. The practicum site should be clearly committed to training and should provide students with a wide range of educational experiences through the application of empirically supported counseling intervention procedures. It is anticipated that students will be at the fieldwork site for a minimum of two days each week, working an average of 10 hours a week throughout the entire semester.

Fieldwork sites and supervisors must be approved in writing by the Fieldwork Coordinator before any hours can be collected toward the practicum requirements. No hours can be collected before the first day of the Practicum course, and all hours must be completed by the last day of Practicum. Hours completed during the practicum semester cannot be rolled over into the Internship hour requirement.

### Completing Practicum Requirements

To successfully complete the Practicum, students must complete all components of the course including the group supervision meetings, meet all the hour requirements for the fieldwork experience including the 10 hours of group facilitation, and submit all required documents correctly by the last day of class. Students must be rated minimally at “*developing*” on the student evaluation tool submitted by the site supervisor to receive a passing grade.

Failure to complete all fieldwork hours by the last day of the course will result in the student failing the course unless the student requests an incomplete to finish the hours. Hours must be completed before the start of the next semester, or the student will not be allowed to enroll in internship. As a result, the student will need to retake the practicum course and repeat the entire practicum fieldwork experience. Hours completed during the failed semester cannot be rolled into the re-taken course; all 100 hours will need to be completed during the new experience.

Students are responsible for tracking the hours they are accumulating in Typhon to be sure they are progressing towards meeting the 100-hour requirement by the last day of the course. If the student discovers that they will have fewer than the required number of practicum hours, the student should consult with the Site Supervisor and Faculty Supervisor about the following options:

1. Take on more cases
2. Take on more intake interviews
3. Conduct co-therapy with other counselors at the site
4. Work with the Fieldwork Coordinator to identify another or additional fieldwork site. Any new site or site supervisor will need to be approved by the Fieldwork Coordinator before any hours can be collected for that site. The approval process can take 10 business days or longer.

## THE COUNSELOR EDUCATION INTERNSHIP OVERVIEW

Following successful completion of the counseling Practicum, students must complete two semesters of counseling Internship. The Internship is the second step into professional fieldwork that enables students to continue to develop and advance their counseling skills with children, adolescents, individuals, couples, families, and/or groups in approved agencies or schools.

The Internship consists of a total of 600 hours for Clinical Mental Health Counseling students and 700 hours for School Counseling students.

Of these 600 (or 700) hours, 240 must be direct service hours.

The internship site should be clearly committed to training and should provide students with a wide range of educational experiences through the application of empirically supported counseling intervention procedures. It is anticipated that students will be at the fieldwork site a minimum of two to three days each week, working an average of 18-20 hours per week to complete 300 hours for Clinical Mental Health Counseling students and 350 hours for School Counseling students by the end of each semester. The Internship is a two-semester commitment.

Fieldwork sites and supervisors must be approved in writing by the Fieldwork Coordinator before any hours can be collected toward the internship requirements. No hours can be collected before the first day of the Internship course and all hours must be completed by the first Friday in May for Clinical Mental Health Counseling students and June (the date is determined by when the school year ends at each school) for School Counseling students.

### Direct Contact Hours

As part of the requirements for Practicum and Internship, students must have activities specifically related to the direct counseling of clients in their weekly hourly logs. Students develop counseling and consultation skills as they engage in the many facets of the fieldwork experience. These experiences include in-person direct face-to-face counseling and co-counseling of individuals, families and/or couples; students also engage in facilitating or co-facilitating groups.

Students will be assigned clients/students by their site supervisors to support skill development. Other direct contact activities may vary by program (e.g., School Counseling students can also anticipate engaging in direct service contact through consultation with teachers and parents and delivery of classroom lessons).

All direct contact hours must occur in a face-to-face setting during a scheduled counseling appointment or scheduled group counseling session where the student and the client(s) are in the same room at the same time, and the student is interacting with the client in the role of counselor or co-counselor during the session. Students must obtain the minimum number of direct contact hours required by the completion of each semester. It will be important for students to work with their Site Supervisor throughout the semester to ensure that a sufficient number of counseling sessions are set up each week to meet this requirement. Since clients/students may cancel appointments from time to time, or clinics/schools may be closed unexpectedly due to weather or other conditions, scheduling more appointments than needed is a good practice.

Observation of counseling sessions where you are not interacting directly with the client(s) does not count toward direct client contact.

Please see the Appendix for specific examples of direct counseling activities.

### **Non-Direct Contact Hours**

As part of the requirements for Practicum and Internship, students can count activities not directly related to the direct counseling of clients in their weekly hourly logs. The non-direct contact hours are hours spent at the fieldwork site (or at off-site experiences approved by the site, such as off-site trainings) in activities that support the current fieldwork experience and the student's gaining of knowledge and skills used at the fieldwork site.

Please see the Appendix for specific examples of non-direct counseling activities.

Questions about activities that qualify for direct and non-direct contact hours should be brought to the Site Supervisor and Faculty Supervisor.

### **Live Supervision**

Live supervision must be provided by the Site Supervisor and documented by the student.

### **Recording of Counseling Sessions**

If a site routinely records counseling sessions to be used as part of the learning process for video review during individual supervision meetings at the site, the Fieldwork Coordinator and Faculty Supervisor must be notified and approve the recording in advance.

If recording is approved by the Fieldwork Coordinator and Faculty Supervisor, the student(s) must obtain written permission in advance from the client(s) and/or parent(s) of the client(s)

who are minors that they will be recording and must also obtain written permission from the Fieldwork Site Supervisor. The signed documents must be submitted to the Faculty Supervisor and Fieldwork Coordinator before any recording can occur. Some sites may also have their own forms that need to be in place when recording counseling sessions.

Students are required to abide by WCSU's guidelines when recording, storing, transporting, and destroying any client materials. All recorded materials must be made on a device that is secured when not being used for recording or listening to the sessions. Recordings of client sessions may not be made on students' cell phones or tablets. All client materials, whether written or recorded, must protect client confidentiality and privacy, and must be handled according to WCSU policy noted in the Confidentiality Statements that students sign and submit in Typhon each semester during fieldwork.

**There are no exceptions to this policy.** The Site Supervisor must acknowledge on the Fieldwork Application that live supervision of sessions will be provided. Students are responsible for notifying their WCSU Faculty Supervisor if the site is not providing live supervision during each semester.

#### **Participation in Individual/Triadic Supervisory Meetings on Site**

Students are required to participate in face-to-face individual (one supervisor and one student) or triadic (one supervisor and two students) supervision with their WCSU-approved Site Supervisor for a minimum of one hour each week they are at their fieldwork sites.

Supervision must occur with the WCSU-approved Site Supervisor and supervisee physically in the same location, face-to-face. If this weekly supervision is not occurring with the approved supervisor, the student must notify their WCSU Faculty Supervisor immediately.

If a student is completing fieldwork at more than one site during the semester, they must attend a minimum of one hour of face-to-face supervision with the WCSU approved Site Supervisor at each site where the student has completed activities every week.

The student and the Site Supervisor should review the counseling skills and competencies required in their WCSU program and develop a plan that supports the development and demonstration of these skills. Site supervisors provide feedback and evaluate the student on the progress toward mastery of the skills and proficiencies as they observe the student's work with clients, observe live sessions, review written case materials and reports, and discuss the student's work as it is presented during supervision meetings. This feedback is used to assist the student in identifying areas of strength and limitations.

**Please note that an average of one hour per week is required throughout the duration of the fieldwork experience.** The Fieldwork Site Agreement specifies the required number of supervision hours required per semester.

Students should continue to see clients during the semester breaks and must continue to meet with their approved Fieldwork Site Supervisor each week of the break.

Practicum students who exceed their 100 hours of fieldwork in one semester may not count those hours toward internship. The semester must come to an end before hours for internship may be counted.

### **Group Supervision**

Attendance of weekly group supervision meetings with the Faculty Supervisor is a requirement of all fieldwork courses.

**It is the responsibility of students to adjust their schedules to attend these weekly group supervision meetings; changes of fieldwork section cannot be made because of a conflict with the group supervision meeting times that are being offered.**

The hours spent in group supervision are a CACREP course requirement; they do not count toward the 100 practicum hours, or the 600 CMHC internship hours or the 700 School Counseling internship hours completed at the fieldwork site.

### **Safety Issues**

It is important that students feel safe at their fieldwork sites and are not asked to participate in any activities where they feel at risk or uncomfortable. Students should never work alone at a fieldwork site unless this has been discussed in advance with the Site Supervisor, the Faculty Supervisor, and the Fieldwork Coordinator. Students must not meet with clients in any place other than what has been designated and approved in advance by the Site Supervisor. If a student is meeting with any clients outside of the agency facilities, this must be discussed and approved in advance with the Site Supervisor, the Faculty Supervisor, and the Fieldwork Coordinator.

Students are never allowed to transport clients in their own vehicles or be transported in a vehicle by a client. If a fieldwork site requires client transportation in the site's own vehicles as part of the fieldwork experience, please inform the Fieldwork Coordinator so this can be discussed with the site during the review of the fieldwork application.

If a student is required to do client home visits as part of their fieldwork experience, the student should never be sent alone to any client's home. The student must always be accompanied by the Site Supervisor or another qualified staff member. The Site Supervisor or another qualified staff member must visit this environment in advance and determine that it is appropriate and safe for the student. Students who feel uncomfortable with any aspects of doing home visits should speak immediately with the Faculty Supervisor and Fieldwork Coordinator.

### **Emergency Procedures**

In the event of an emergency at the fieldwork site, students should follow the policies and procedures of the site and immediately notify their Site Supervisor or key staff person as instructed. The student should also notify their Faculty Supervisor and Fieldwork Coordinator.

## **Evaluation Procedures & Requirements**

### **Site Supervisor Counseling Practicum & Internship Student Evaluation**

Students are evaluated by the Site Supervisor in collaboration with the Faculty Supervisor throughout the fieldwork experience. In addition, the student is formally evaluated by the approved Site Supervisor on progress toward mastery of the skills and practice standards as assessed by the Site Supervisor Counseling Practicum & Internship Student Evaluation which must be completed at the end of each semester of fieldwork. The student should give a paper copy or electronic copy of the Site Supervisor Practicum & Internship Student Evaluation to their site supervisor early in the semester for discussion about the activities the student will engage in to practice and demonstrate each of the required competencies. Students should ensure with their site supervisors that they will have opportunities to demonstrate each skill during the semester.

The student is responsible for ensuring that the Site Supervisor has completed and submitted the Site Supervisor Counseling Practicum & Internship Student Evaluation in Typhon by the deadline provided by their Faculty Supervisor. The submitted Site Supervisor evaluation is required for passing the class, and the student will not receive a passing grade in the course if this document is not submitted on time. It is recommended that the student and site supervisor set up a specific time to meet during one of their final supervision meetings of the semester to discuss the evaluation and to ensure the supervisor can access the correct form for the student's specific fieldwork course within the system.

### **Student Evaluation of Fieldwork Experience**

Students complete a "Student Evaluation of Site" survey and a "Student Evaluation of Site Supervisor" survey at the end of each semester in Typhon. Site Supervisors do not have access to the completed surveys. These surveys must be completed by the student to receive a passing grade in the course.

## **CLINICAL MENTAL HEALTH COUNSELING SPECIFIC INFORMATION**

### **Fieldwork Sites for Clinical Mental Health Counseling**

There are several sites available to you that would be appropriate for gaining experiences relevant to the profession of clinical mental health counseling. You must be able to work with

clients in the role of a counselor in-person face-to-face for a specific number of hours every semester to develop and demonstrate the required competencies for fieldwork. Observation of counseling sessions where you are not interacting directly with the client(s) does not count toward direct client contact.

You will also need to do more than single-session or intake appointments; you need to follow some clients over several sessions so you can demonstrate your skills in assessment, problem-identification, goal setting, and delivery of specific counseling interventions to assist clients in movement toward their goals. Please discuss this requirement with any proposed fieldwork site to ensure they will be able to provide you with these types of counseling experiences.

If you have any questions about the types of activities and experiences that can be counted during fieldwork, please contact the Clinical Mental Health Counseling Fieldwork Coordinator.

The following are suggestions of where you may begin your search, but other types of sites may be appropriate as well. It will be important to check with the Clinical Mental Health Counseling Fieldwork Coordinator if you are considering a site that is not included in this list to ensure it will meet the requirements.

- Mental health clinics and community counseling centers
- Hospital-based mental health treatment facilities (inpatient or outpatient)
- Substance abuse treatment facilities
- Hospice
- College counseling centers
- Domestic violence shelters
- United Way agencies; YMCA/YWCA; Boys/Girls Clubs
- Homeless shelters
- Correctional facilities or halfway houses

### **Fieldwork completed at public or private schools**

Students in the Clinical Mental Health Counseling program can use a school site if it meets all the requirements for a fieldwork site, such as the Site Supervisor requirements, and provides the types of direct counseling experiences that students in the Clinical Mental Health Counseling program need. For example, students would need to be able to meet with students for ongoing individual personal counseling sessions where they can assess issues, develop treatment plans, and utilize counseling interventions to help students meet their personal counseling goals. The school's ability to meet these requirements may depend on the school and district policies. Many schools do not have students in attendance during the summer months; please be sure to check with the school to determine if you will be able to accumulate required direct contact hours if you are scheduled to be there during the summer.

## PRACTICUM AND INTERNSHIP

Didactic instruction and pre-practicum coursework is intended to prepare the student to be placed in a counseling setting (hospital, agency, or clinic) that matches the student's career objectives.

Clinical Mental Health Counseling students complete nine (9) credits of clinical instruction fieldwork.

The Practicum course (EPY 611) is a three (3) credit course, and students complete at least 100 clock hours at the site to meet the requirements of Practicum.

The Internship I course (EPY 614) is a three (3) credit course, and students complete at least 300 clock hours at the site to meet the requirements of Internship I.

The Internship II course (EPY 615) is a three (3) credit course, and students complete at least 300 clock hours at the site to meet the requirements of Internship II.

Practicum Total Hours: 100

Internship I Total Hours: 300

Internship II Total Hours: 300

Total Hours of Fieldwork: 700 Hours

It is the faculty's prerogative to require any student to repeat Practicum and/or Internship I or II for credit if it is the faculty's judgment that this is in the student's best interest. If the student then contracts for two semesters of part-time Practicum or Internship, the student will use 12 or more credit hours to complete the clinical instruction component of the program.

Clinical Mental Health Counseling students choose one fieldwork site and complete both the practicum and internship fieldwork experiences at that site. If a site does not offer the required group counseling hours, the student will need to obtain a second site to meet the group requirement. Students may also add an additional site, only with the guidance and approval of the Clinical Mental Health Counseling Fieldwork Coordinator.

**Note: Private practices and group practices are not eligible sites for the clinical fieldwork experience.**

**Note: All fieldwork must be completed in person at the fieldwork site. Virtual (online) fieldwork sites are not eligible sites for the clinical fieldwork experience.**

## Required Hours for the Clinical Mental Health Counseling Practicum

### 100 hours must be completed in Practicum.

Each student's Practicum includes all of the following:

- o A supervised practicum experience that totals a minimum of 100 clock hours at the site over a minimum 10-week academic term.
- o Direct service hours: At least 40 clock hours of direct counseling service in face-to-face, in-person counseling activities with actual clients at the fieldwork site that contributes to the development of counseling skills. Ten (10) of the forty (40) hours must be leading/co-leading a group counseling experience.
- o Indirect counseling activities completed at the fieldwork site: The remainder of the hours (60) required to meet the 100 total hours can be completed via non-direct hours alone, or they can be a combination of non-direct hours and additional direct contact hours beyond the 40 hours minimum. The site must permit the student counselor-in-training to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would expect to perform.
- o Weekly Live Supervision: The Site Supervisor is the primary supervisor for the practicum student and must commit to a minimum of one (1) hour per week of individual and/or triadic supervision throughout the practicum. Clinical supervision should include live supervision of the student's interactions with clients, supervision of counseling cases, and related professional activities, as well as the experience of the practicum student (countertransference, dissonance, etc.). The Site Supervisor works in biweekly consultation with the Faculty Supervisor in accordance with the supervision contract. A minimum of 12 hours per semester of onsite supervision during the semester is required.
- o Group counseling: 10 hours of leading/co-leading a group counseling experience must be completed by the end of practicum and/or internship.
- o Faculty Group Supervision: In addition to the 100 fieldwork site hours, there will be 1.5 hours per week of faculty group supervision that is provided on a regular schedule throughout the Practicum by a Faculty Supervisor while enrolled in EPY 611. These group supervision hours DO NOT count towards the 100-hour fieldwork site requirement.
- o Site Visit: During the course of the semester, a minimum of one site visit will be conducted. The Faculty Supervisor along with the student assigned will meet online or in person with the Site Supervisor to review the progress of the student and the activities being conducted at the site. The purpose of this meeting is for the Faculty Supervisor to be assured that the site is offering opportunities consistent with CACREP and Program Standards and to gauge student progress. Students are responsible for making

arrangements for their WCSU Faculty Supervisor to visit them in-person or online and meet with their Site Supervisor.

- o Formative Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal Summative Evaluation after the student completes the practicum.

### **Required Hours for the Clinical Mental Health Counseling Internship**

#### **600 required hours must be completed during Internship I and II**

Following successful completion of the counseling Practicum, students must complete a clinical mental health counseling Internship in a hospital, agency, or clinic. The internship will be completed in two semesters.

**Note: Private practices and group practices are not eligible sites for the internship fieldwork experience.**

**Note: All fieldwork must be completed in person at the fieldwork site. Virtual (online) fieldwork sites are not eligible sites for the clinical fieldwork experience.**

Each student's Internship includes all of the following:

- o A supervised internship experience that totals a minimum of 600 clock hours over two semesters at the site to meet the requirement of Internship.
- o Direct service hours: Of these 600 hours, 240 (minimum) must be direct counseling service in face-to-face in-person counseling activities with actual clients at the fieldwork site that contributes to the development of counseling skills.
- o Non-direct counseling activities completed at the fieldwork site: The remainder of the hours (360) required to meet the 600 total hours can be completed via non-direct hours alone, or they can be a combination of non-direct hours and additional direct contact hours beyond the 240 minimum. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would expect to perform.
- o Group counseling: 10 hours of leading/co-leading a group counseling experience must be completed by the end of practicum and/or internship.
- o Weekly Supervision: The Site Supervisor is the primary supervisor for the practicum student and must commit to a minimum of one (1) hour per week of individual and/or triadic supervision throughout the practicum. Clinical supervision should include live supervision of the student's interactions with clients, supervision of counseling cases and related professional activities, as well as the experience of the internship student (countertransference, dissonance, etc.). The Site Supervisor works in biweekly

consultation with the Faculty Supervisor in accordance with the supervision contract. A minimum of 12 hours per semester of onsite supervision during the semester is required.

- o Faculty Group Supervision: In addition to the 600 fieldwork site hours, there will be 1.5 hours per week of faculty group supervision that is provided on a regular schedule throughout the Practicum by a Faculty Supervisor while enrolled in EPY 614 and EPY 615. These group supervision hours DO NOT count towards the 600-hour fieldwork site requirement.
- o Site Visit: During the course of each semester, a minimum of one site visit will be conducted. The Faculty Supervisor along with the student assigned will meet online or in person with the Site Supervisor to review the progress of the student and the activities being conducted at the site. The purpose of this meeting is for the Faculty Supervisor to be assured that the site is offering opportunities consistent with CACREP and Program Standards and to gauge student progress. Students are responsible for making arrangements for their WCSU Faculty Supervisor to visit them in-person or online and meet with their Site Supervisor.
- o Formative Evaluation of the student's counseling performance throughout the internship, including documentation of a formal Summative Evaluation after the student completes the practicum.

### **GROUP SUPERVISION MAKE-UP POLICY**

Faculty Supervisors have the discretion of providing additional time within their normal group supervision schedule to allow students to make up missed hours or to offer additional make-up sessions. Only in the most extenuating circumstances will group supervision make-up sessions be offered. In cases of medical/psychiatric emergencies, bereavement, or some other life situation which prevents you from attending group supervision, please immediately contact your faculty supervisor. It is the faculty's discretion to request written/verbal verification of the emergency and to determine if a make-up is warranted or available.

**Providing additional time is not required of the faculty; students must arrange to attend every group supervision session.**

### **Group Counseling Requirement**

Students must document 10 hours of supervised experience in leading or co-leading groups while enrolled in Practicum and/or Internship.

### **Here are some guidelines to help plan for the Group Counseling experience:**

- The intern can serve as a leader or as a co-facilitator.
- A minimum of ten hours leading groups is required. These hours can be spread over more than one group (for example, one group meeting for three 90-minute meetings and a second group meeting for six 1-hour meetings).

- If the current fieldwork site cannot provide clients for the group experience, this requirement can be completed at a different site. The student will need to locate an additional site and site supervisor for the group counseling experience. The additional site and site supervisor must be approved by the Fieldwork Coordinator before any group counseling takes place.

### **Proof of Liability Insurance**

All students are required to obtain liability insurance in the capacity of a fieldwork student before engaging in the fieldwork experiences, Practicum and Internship. Clinical Mental Health Counseling students are required to become a student member of the American Counseling Association (ACA) to obtain their professional liability insurance. The American Counseling Association provides liability insurance as a benefit of student membership.

Students will need to provide proof of professional liability insurance coverage prior to the start of fieldwork and will need to maintain an active policy throughout the fieldwork experience. A copy of the student's liability insurance form must be presented to the Clinical Mental Health Counseling Fieldwork Coordinator, the Practicum and Internship Faculty Supervisor, and the Fieldwork Site Supervisor. It must also be posted in Blackboard and Typhon.

**Proof of an active insurance policy must be included with the Fieldwork agreement; if the policy expires during the fieldwork experience, it must be renewed.**

In addition to students' own insurance, WCSU provides limited insurance coverage; a copy of this certificate can be requested from the Fieldwork Coordinator if the policy is required by the fieldwork site.

### **ENDORSEMENTS**

Students who successfully complete all requirements for the Master of Science degree in Counselor Education, Clinical Mental Health Counseling option will receive formal endorsement by the Program Coordinator. Formal endorsement includes recommendation for licensure and employment as a Clinical Mental Health Counselor in a setting consistent with the training provided by the program. Students will receive formal program endorsement only in that option for which they have met training requirements. Successful completion of a program means the completion of all didactic and experiential coursework including practicum and internship and marked by performance sufficient to ensure that the student possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. Completion of all requirements means that the student has completed the 60 credit Master's Degree as required by CACREP. Students must maintain a 3.0 (B) average.

### NATIONAL BOARD FOR CERTIFIED COUNSELORS

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor.

#### Criteria for Certification as an NCC:

1. Graduate degree in counseling or a closely related field from an accredited university.
2. At least two years post-masters professional counseling experience. (This requirement is waived for graduates of a CACREP-Approved Program.)
3. A documented supervised counseling experience.
4. Assessment of counseling experience by two professionals in the field.
5. Many states administer the National Counselor Examination as a component within their respective licensure processes.

NCC's are certified for a period of five years. In order to be re-certified at the conclusion of the five-year cycle the counselor must demonstrate completion of 100 contact clock hours of approved continuing education or re-examination as well as adhere to the NBCC Code of Ethics in professional practice.

Students enrolled in a CACREP-accredited master's degree program may register to take the NCE or NCMHCE either the semester they get their degree or the semester right after they have earned their degree. Passing the NCE or the NCMHCE is one of the requirements for licensure as a Licensed Professional Counselor (LPC) in Connecticut. Students in NY are only allowed to take the National Clinical Mental Health Counselor Exam (NCMHCE) and it can only be taken **after graduation** once the student applies for licensure in NY and is granted permission to take the exam by the state.

The Program Coordinator will submit names and email addresses for all graduating students to the NBCC so that they will be eligible to take the exam while completing their degree at WCSU. The Program Coordinator will inform students of when they will receive notification from the NBCC regarding registration instructions.

### INITIAL LICENSURE IN CT

The State of Connecticut Department of Public Health (CT DPH) is responsible for all professional counselor licensure in the state of Connecticut.

- To be eligible for the Professional Counselor Associate credential through the CT Department of Public Health, students must successfully complete 60 graduate semester hours in the

discipline of professional counseling at a regionally accredited institution of higher education, which includes the core and clinical curriculum of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (WCSU's program is CACREP accredited).

- Upon graduation, students are eligible to apply for licensure as a Professional Counselor Associate (LPCA) through the CT Department of Public Health. This is the first step in being eligible to work and starting the process of working towards full licensure.
- CT students are responsible for following all CT policies and procedures for licensure as a Professional Counselor Associate. Details can be found on the [Connecticut State Department of Public Health website](https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-associate?language=en_US) ([https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-associate?language=en\\_US](https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-associate?language=en_US))

### **PROCESS FOR OBTAINING FULL LICENSURE**

After obtaining the Licensed Professional Counselor Associate (LPCA) credential, the following requirements must be met to obtain the full Licensed Professional Counselor (LPC) credential.

- Acquisition of three thousand (3000) hours of post graduate degree supervised experience in professional counseling performed over a period of not less than two years, that includes a minimum of one hundred (100) hours of direct supervision by a Connecticut licensed mental health professional.
- Successful completion of the National Board for Certified Counselors (NBCC), National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE).
- CT students are responsible for following all CT policies and procedures for becoming a fully Licensed Professional Counselor (LPC). Details can be found on the [CT DPH website](https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-licensing?language=en_US): ([https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-licensing?language=en\\_US](https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-licensing?language=en_US))

### **INITIAL LICENSURE IN NY**

The New York State Office of the Professions is responsible for all mental health counselor licensure in the state of New York.

- Upon graduation, students are eligible to apply for the Limited Permit in Mental Health Counseling through the New York State Office of the Professions because WCSU is a CACREP accredited program. This is the first step in being eligible to work and starting the process of

working towards full licensure. The Limited Permit is good for two years and can be renewed.

### PROCESS FOR OBTAINING FULL LICENSURE

After obtaining the Limited Permit credential, the following requirements must be met to obtain the full Licensed Mental Health Counseling credential.

- Students in NY are only allowed to take the National Board for Certified Counselors (NBCC), National Clinical Mental Health Counselor Exam (NCMHCE) and it can only be taken **after graduation** once the student applies for initial licensure in NY and is granted permission to take the exam by the state. Successful completion of the National Clinical Mental Health Counselor Exam (NCMHCE) is required for full licensure.
- Acquisition of three thousand (3000) hours (1500 hours of the 3000 hours must be direct contact with clients) of post graduate degree supervised experience (one hour of supervision per week or two hours bi-weekly) in professional counseling at a site and with a site supervisor that is approved by the New York State Office of the Professions.
- NY students are responsible for following all NY policies and procedures for Mental Health Counselor licensure. Details can be found on the [New York State Office of the Professions website \(https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements\)](https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements).

#### Licensure Regulations

CMHC students should review all licensure regulations and requirements via the preferred state of licensure websites.

Connecticut: Professional Counselor Licensing Information

<https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing>

<https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Associate>

New York: Mental Health Counselor Licensing Information

<https://www.op.nysed.gov/mental-health-counselors>

<https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>

### WCSU Clinical Mental Health Counseling State Licensure Process

- Dr. Monte is responsible for the completion of all licensure forms.
- Prior to graduation, all graduating Clinical Mental Health Counseling students will be contacted by Dr. Monte and asked if they will be seeking licensure/employment in CT or NY.
- Students will be provided with directions on how to proceed and will be given the required form that must be completed based on their requested state. All forms must be returned to Dr. Monte.
- Students must also complete the process by applying for the Professional Counselor Associate Licensure (CT) or the Limited Permit and Application for Licensure (NY). The student must also pay all required fees to the state in which they are applying. Once students officially graduate and transcripts are processed, Dr. Monte will submit all forms to the appropriate the state. Students will be notified once the forms have been submitted.
- The Office of Graduate Studies will notify students when the transcripts have been processed, and they will provide directions on how to send official transcripts. Students must send their own official transcript to the licensing agency **only after** they receive notification from the Office of Graduate Studies.

Students interested in pursuing licensure in another state should notify Dr. Monte of the state in which they wish to be licensed to confirm educational requirements before starting the program.

**See chart below for comparison of CT/NYS requirements for Clinical Mental Health Counseling Licensure.**

| Connecticut  | New York  |
|--|---|
| <ul style="list-style-type: none"> <li>• Completion of 60 graduate semester hours in the discipline of professional counseling at a regionally accredited institution of higher education, which includes the core and clinical curriculum of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Western’s program is CACREP approved).</li> <li>• Acquisition of three thousand (3000) hours of post graduate degree supervised experience in professional counseling performed over a period of not less than two years, that included a minimum of one hundred (100) hours of direct supervision by a Connecticut licensed mental health professional.</li> <li>• Successful completion of the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE) for Licensure and Certification</li> <li>• Contact CT Department of Health for more information <a href="https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing">https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing</a></li> </ul> | <ul style="list-style-type: none"> <li>• Successful completion of 60 graduate semester hours in the discipline of professional counseling at a regionally accredited institution of higher education, which includes the core and clinical curriculum of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Western’s program is CACREP approved).</li> <li>• Graduate program must include a minimum one year supervised internship or practicum in Mental Health Counseling where one year means at least 600 clock hours.</li> <li>• The NYS Education Department Office of Professions has specific rules regarding Limited Permits. Employment sites and supervisors must be on their approved list.</li> <li>• Documentation of completion of a supervised experience of at least 3,000 (1,500 must be direct services) clock hours providing Mental Health Counseling in a setting acceptable to the Department. The supervised experience must be obtained after completion of the master’s degree program required for licensure.</li> <li>• Pass the "National Clinical Mental Health Counselor Examination (NCMHCE)," administered by the National Board for Certified Counselors (NBCC) <b>after graduation</b>. Students must obtain permission from the NYS Education Department Office of Professions in order to take the examination. <b>The National Counselor Examination (NCE) from NBCC is NOT acceptable for licensure in NY.</b></li> <li>• Contact NYS Education Department Office of Professions for more information <a href="https://www.op.nysed.gov/mental-health-counselors">https://www.op.nysed.gov/mental-health-counselors</a></li> </ul> |

## SCHOOL COUNSELING PROGRAM SPECIFIC INFORMATION

### PRACTICUM AND INTERNSHIP

Didactic instruction and pre-practicum coursework is intended to prepare the student to be placed in a counseling setting (school) that matches the student's career objectives.

School Counseling students complete nine (9) credits of clinical instruction fieldwork.

The Practicum course (EPY 610) is a three (3) credit course and students complete at least 100 clock hours at the site to meet the requirements of Practicum.

The Internship I course (EPY 612) is a three (3) credit course and students complete at least 350 clock hours at the site to meet the requirements of Internship I.

The Internship II course (EPY 613) is a three (3) credit course and students complete at least 350 clock hours at the site to meet the requirements of Internship II.

Practicum Total Hours: 100

Internship I Total Hours: 350

Internship II Total Hours: 350

Total Hours of Fieldwork: 800 Hours

All school counseling students who are seeking certification in Connecticut or in New York must complete a full-year, 10-month internship (in addition to practicum). This 10-month internship must involve at least 700 hours. New York Certification also requires that students have two internship sites (one site in a K-8 school and one site in a 9-12 school). Internship hours should be divided up equally between the two sites (350 hours at each site) (120 hours of the 350 hours should be direct hours and completed at each internship site).

It is the faculty's prerogative to require any student to repeat Practicum and/or Internship I or II for credit if it is the faculty's judgment that this is in the student's best interest. If the student then contracts for two semesters of part-time Practicum or Internship, the student will use 12 or more credit hours to complete the clinical instruction component of the program.

CT students choose one fieldwork site for practicum and one fieldwork site for internship. NY students choose one fieldwork site for practicum and two fieldwork sites for internship (one K-8 school and one 9-12 school). If a site does not offer the required group counseling hours, the student will need to obtain a second site to meet the group requirement. Students may also add an additional site, only with the guidance and approval of the School Counseling Fieldwork Coordinator.

The School Counseling Fieldwork Coordinator assists all students in obtaining both practicum and internship placements. The Fieldwork Coordinator also acts as a liaison between the students and site supervisors to assist with initial and evaluation paperwork required by the Program.

**Note: All fieldwork must be completed in person in a school. Virtual (online) schools are not eligible sites for the fieldwork experience.**

### Required Hours for the School Counseling Practicum

**100 hours must be completed in Practicum.**

Each student's Practicum includes all of the following:

- o A supervised practicum experience that totals a minimum of 100 clock hours at the site over a minimum 10-week academic term.
- o Direct service hours: At least 40 clock hours of direct counseling service in face-to-face, in-person counseling activities with actual clients at the fieldwork site that contributes to the development of counseling skills. Ten (10) of the forty (40) hours must be leading/co-leading a group counseling experience.
- o Indirect counseling activities completed at the fieldwork site: The remainder of the hours (60) required to meet the 100 total hours can be completed via non-direct hours alone, or they can be a combination of non-direct hours and additional direct contact hours beyond the 40 hours minimum. The site must permit the student counselor-in-training to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would expect to perform.
- o Group counseling: 10 hours of leading/co-leading a group counseling experience must be completed by the end of practicum and/or internship.
- o Weekly Live Supervision: The Site Supervisor is the primary supervisor for the practicum student and must commit to a minimum of one (1) hour per week of individual and/or triadic supervision throughout the practicum. Clinical supervision should include live supervision of the student's interactions with clients, supervision of counseling cases, and related professional activities, as well as the experience of the practicum student (countertransference, dissonance, etc.). The Site Supervisor works in biweekly consultation with the Faculty Supervisor in accordance with the supervision contract. A minimum of 12 hours per semester of onsite supervision during the semester is required.
- o Faculty Group Supervision: In addition to the 100 fieldwork site hours, there will be 1.5 hours per week of faculty group supervision that is provided on a regular schedule throughout the Practicum by a Faculty Supervisor while enrolled in EPY 610. These

group supervision hours DO NOT count towards the 100-hour fieldwork site requirement.

- o Site Visit: During the course of the semester, a minimum of one site visit will be conducted. The Faculty Supervisor along with the student assigned will meet online or in person with the Site Supervisor to review the progress of the student and the activities being conducted at the site. The purpose of this meeting is for the Faculty Supervisor to be assured that the site is offering opportunities consistent with CACREP and Program Standards and to gauge student progress. Students are responsible for making arrangements for their WCSU Faculty Supervisor to visit them in-person or online and meet with their Site Supervisor.
- o Formative Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal Summative Evaluation after the student completes the practicum.

### **Required Hours for the School Counseling Internship**

#### **700 required hours must be completed during Internship**

Following successful completion of the counseling Practicum, students must complete a school counseling Internship in a school. The internship will be completed in two semesters over the course of an entire school year (August through June).

Each student's Internship includes all of the following:

- o A supervised internship experience that totals a minimum of 700 clock hours over two semesters at the site to meet the requirements of Internship I and II.
- o Direct service hours: Of these 700 hours, 240 (minimum) must be direct counseling service in face-to-face in-person counseling activities with actual clients at the fieldwork site that contributes to the development of counseling skills.
- o Non-direct counseling activities completed at the fieldwork site: The remainder of the hours (460) required to meet the 700 total hours can be completed via non-direct hours alone, or they can be a combination of non-direct hours and additional direct contact hours beyond the 240 minimum. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would expect to perform.
- o Group counseling: 10 hours of leading/co-leading a group counseling experience must be completed by the end of practicum and/or internship.
- o Weekly Supervision: The Site Supervisor is the primary supervisor for the internship student and must commit to a minimum of one (1) hour per week of individual and/or triadic supervision throughout the practicum. Clinical supervision should include live supervision of the student's interactions with clients, supervision of counseling cases and related professional activities, as well as the experience of the internship student

(countertransference, dissonance, etc.). The Site Supervisor works in biweekly consultation with the Faculty Supervisor in accordance with the supervision contract. A minimum of 12 hours per semester of onsite supervision during the semester is required.

- o Faculty Group Supervision: In addition to the 700 fieldwork site hours, there will be 1.5 hours per week of faculty group supervision that is provided on a regular schedule throughout the Practicum by a Faculty Supervisor while enrolled in EPY 612 and EPY 613. These group supervision hours DO NOT count towards the 700-hour fieldwork site requirement.
- o Site Visit: During the course of each semester, a minimum of one site visit will be conducted. The Faculty Supervisor along with the student assigned will meet online or in person with the Site Supervisor to review the progress of the student and the activities being conducted at the site. The purpose of this meeting is for the Faculty Supervisor to be assured that the site is offering opportunities consistent with CACREP and Program Standards and to gauge student progress. Students are responsible for making arrangements for their WCSU Faculty Supervisor to visit them in-person or online and meet with their Site Supervisor.
- o Formative Evaluation of the student's counseling performance throughout the internship, including documentation of a formal Summative Evaluation after the student completes the practicum.

### **GROUP SUPERVISION MAKE-UP POLICY**

Faculty Supervisors have the discretion of providing additional time within their normal group supervision schedule to allow students to make up missed hours or to offer additional make-up sessions. Only in the most extenuating circumstances will group supervision make-up sessions be offered. In cases of medical/psychiatric emergencies, bereavement, or some other life situation which prevents you from attending group supervision, please immediately contact your faculty supervisor. It is the faculty's discretion to request written/verbal verification of the emergency and to determine if a make-up is warranted or available.

**Providing additional time is not required of the faculty; students must arrange to attend every group supervision session.**

### **Group Counseling Requirement**

Students must document 10 hours of supervised experience in leading or co-leading groups while enrolled in Practicum and/or Internship.

**Here are some guidelines to help plan for the Group Counseling experience:**

- The intern can serve as a leader or as a co-facilitator.

- A minimum of ten hours leading groups is required. These hours can be spread over more than one group (for example, one group meeting for three 90-minute meetings and a second group meeting for six 1-hour meetings).
- If the current fieldwork site cannot provide clients for the group experience, this requirement can be completed at a different site. The student will need to locate an additional site and site supervisor for the group counseling experience. The additional site and site supervisor must be approved by the Fieldwork Coordinator before any group counseling takes place.

### **Proof of Liability Insurance**

All students are required to obtain liability insurance in the capacity of a fieldwork student before engaging in the fieldwork experiences, Practicum and Internship. School Counseling students should obtain their professional liability insurance through HPSO at special student rates.

Students will need to provide proof of professional liability insurance coverage prior to the start of fieldwork and will need to maintain an active policy throughout the fieldwork experience. A copy of the student's liability insurance form must be presented to the School Counseling Fieldwork Coordinator, the Practicum and Internship Faculty Supervisor, and the Fieldwork Site Supervisor. It must also be posted in Blackboard and Typhon.

**Proof of an active insurance policy must be included with the Fieldwork agreement; if the policy expires during the fieldwork experience, it must be renewed.**

In addition to students' own insurance, WCSU provides limited insurance coverage; a copy of this certificate can be requested from the Fieldwork Coordinator if the policy is required by the fieldwork site.

## **ENDORSEMENTS**

Students who successfully complete all requirements for the Master of Science degree in Counselor Education, School Counseling option will receive formal endorsement by the Program Coordinator of the training program and/or the university certification officer. Formal endorsement includes recommendation for state certification and employment for those students who successfully complete the program in school counseling. Students will receive formal program endorsement only in that program for which they have met training requirements. Successful completion of a program means the completion of all didactic and experiential coursework including practicum and internship and marked by performance sufficient to ensure that the student possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. Completion of all requirements means that the student has completed the 60 credit Master's Degree as required by CACREP. Students must maintain a 3.0 (B) average.

## School Counseling Certification Process

- All students in the Counselor Education, School Counseling option may apply for Connecticut certification as a school counselor, grades K-12, under the Initial Educator's Certificate at the completion of internship.
- Students will be provided with directions on how to set up an online account and pay the required fee.
- The application for certification will be provided to the student from the Program Coordinator or the University's Certification Officer. The completed application is then returned to the Certification Officer.
- Once processed, the Certification Officer will submit the application to the State Department of Education.
- The WCSU School Counseling Program meets all the educational requirements for certification as a school counselor in Connecticut.
  
- The Connecticut State Department of Education cannot grant certification in New York.
- Students who want to be certified in New York State must apply through the New York State Education Department in Albany using the "Individual Evaluation Pathway" ([NYSED website](https://www.highered.nysed.gov/tcert/certificate/school-counselor-init-prof.html)) (<https://www.highered.nysed.gov/tcert/certificate/school-counselor-init-prof.html>)
- In addition, students must attend three state sponsored workshops on the following topics: Dignity for All Students (DASA), Child Abuse Identification & Reporting, and School Violence Prevention and Intervention, complete internship at two separate locations (one K-8 school and one 9-12 school) and pass a certification exam. [Certification Information](https://eservices.nysed.gov/teach/certhelp/search-cert-reqs) (<https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>)
- Information regarding certification in NY is available on the is available on the New York State Department of Education). ([Applying for a Certificate](https://www.highered.nysed.gov/tcert/certificate/apply.html)) (<https://www.highered.nysed.gov/tcert/certificate/apply.html>).

Students interested in pursuing certification in another state should notify the Program Coordinator of the state in which they wish to be certified to confirm the educational requirements before starting the program.

## NATIONAL BOARD FOR CERTIFIED COUNSELORS

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these

counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor.

Criteria for Certification as an NCC:

- Graduate degree in counseling or a closely related field from an accredited university.
- At least two years post-masters professional counseling experience.  
(This requirement is waived for graduates of a *CACREP*-Approved Program.)
- A documented supervised counseling experience.
- Assessment of counseling experience by two professionals in the field.
- Many states administer the National Counselor Examination as a component within their respective licensure processes.

NCC's are certified for a period of five years. In order to be re-certified at the conclusion of the five-year cycle the counselor must demonstrate completion of 100 contact clock hours of approved continuing education or re-examination as well as adhere to the NBCC Code of Ethics in professional practice.

Students enrolled in a *CACREP*-accredited master's degree program may register to take the NCE either the semester they get their degree or after graduation. This enables students to be Nationally Certified Counselors at the same time they are earning their M.S. degree in Counselor Education. Taking an examination with the NBCC is optional for school counseling students.

The Program Coordinator will submit names and email addresses for all graduating students to the NBCC so that they will be eligible to take the exam while completing their degree at WCSU. The Program Coordinator will inform students of when they will receive notification from the NBCC regarding registration instructions. Taking the NCE/NCMHCE is required for clinical licensure but not School Counseling Certification. Therefore, taking the NCE/NCMHCE is optional for school counseling students.

**See chart below for comparison of CT/NYS requirements for School Counseling Certification.**

| Connecticut   | New York   |
|---|--|
| <ul style="list-style-type: none"> <li>• Institutional recommendation based on completion of a state-approved certification program specific to school counseling at a regionally accredited college or university</li> <li>• Master's degree</li> <li>• 30 semester hours of graduate credit in a planned program in school counseling services, including course work in each of the following areas: Principles and philosophy of developmental guidance and counseling; Psychological and sociological theory as related to children; Career development theory and practice; Individual and group counseling procedures; Pupil appraisal and evaluation techniques; and School-based consultation theory and practice.</li> <li>• A professional educator certificate; or (holds or is eligible for) an initial educator certificate and 30 school months of successful teaching experience; or a ten-month full-time (700 hours for non-certified students) supervised school counseling internship</li> <li>• Evidence of a progression of supervised laboratory and practicum experiences in school counseling</li> <li>• A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in the regular classroom.</li> <li>• Contact the CT State Department of Education for more information<br/><a href="https://portal.ct.gov/SDE/Certification/Special-Services-Endorsements">https://portal.ct.gov/SDE/Certification/Special-Services-Endorsements</a></li> </ul> | <ul style="list-style-type: none"> <li>• Use Individual Evaluation Pathway Review</li> <li>• Minimum of 48 semester hours of graduate coursework for the Initial certificate and 60 semester hours of graduate coursework will be required to obtain the Professional certificate.</li> <li>• Graduate coursework means studies that can be credited toward a graduate degree by an institution of higher education that is approved by the Commissioner of Education or by an institutional accrediting agency recognized for this purpose by the United States Department of Education.</li> <li>• Graduate school counselor coursework must include the following eight categories: (Western's program covers the required areas). Foundations in professional school counseling, Career development and college readiness, Supportive school climate and collaborative work with school, family, and community, Equity, advocacy, and diversity in programming and in support for students, Child growth, development, and student learning, Group and individual counseling theories and techniques for prevention, intervention, and responsive services, Best practices for the profession and in school counseling programming, Research and program development to advance the school counseling program, its components, and the profession.</li> <li>• Complete a 100-clock hour practicum and two college supervised internships. One internship must be in a K-8 school and one internship must be in a 9-12 school for a minimum of 300 hours each. The internship must be in a K-12 school setting under the supervision of a regionally accredited college or university having an approved program of preparation specific to School Counselor.</li> <li>• Completion of 3 NYS sponsored workshops (Child Abuse Identification, Dignity For All Students Act, School Violence Intervention &amp; Prevention)</li> <li>• Fingerprint Clearance</li> <li>• Pass the School Counselor Content Specialty Test per NYS.</li> <li>• Please see NY State Department of Education website for information:             <ul style="list-style-type: none"> <li>• <a href="https://www.highered.nysed.gov/tcert/certificate/school-counselor.html">https://www.highered.nysed.gov/tcert/certificate/school-counselor.html</a></li> <li>• <a href="https://www.highered.nysed.gov/tcert/certificate/school-counselor-init-prof.html">https://www.highered.nysed.gov/tcert/certificate/school-counselor-init-prof.html</a></li> </ul> </li> </ul> |

## FORMS REQUIRED FOR FIELDWORK PLACEMENT

**This section contains the necessary forms to apply for and successfully complete a fieldwork experience.**

Included here are:

- Clinical Folder Checklist
- Fieldwork Site Agreement (Completed with Site Supervisor and submitted to Fieldwork Coordinator for approval)
- Statement of Confidentiality (Will be completed in Typhon)
- Weekly Activity Log of Hours (Will be completed in Typhon)
- Student Evaluation of Site (Will be completed in Typhon)
- Student Evaluation of Site Supervisor (Will be completed in Typhon)
- Site Supervisor Practicum & Internship Student Evaluation (Will be completed in Typhon)
- Permission for recording or video-recording a client (As needed)
- Sample Case Note Template (As needed)

**Clinical Folder Checklist**

| Folder Requirement  | Practicum*<br>EPY 610 or<br>EPY 611 | Internship*<br>EPY 612 or<br>EPY 614 | Internship*<br>EPY 613 or<br>EPY 615 |
|---|-------------------------------------|--------------------------------------|--------------------------------------|
| Fieldwork Site Agreement Submitted in Typhon After Being Signed by the Fieldwork Coordinator  |                                     |                                      |                                      |
| Copy of Current Liability Insurance Submitted in Typhon   |                                     |                                      |                                      |
| Statement of Confidentiality Submitted in Typhon  |                                     |                                      |                                      |
| Weekly Activity Hours/Logs Submitted in Typhon  |                                     |                                      |                                      |
| Student Evaluation of Site Submitted in Typhon  |                                     |                                      |                                      |
| Student Evaluation of Site Supervisor Submitted in Typhon   |                                     |                                      |                                      |
| Site Supervisor Practicum & Internship Student Evaluation Submitted in Typhon   |                                     |                                      |                                      |
| Recording Permission (as needed)  |                                     |                                      |                                      |
| Case Notes* (as needed)   |                                     |                                      |                                      |
| Notes:<br>*Indicate Date Submitted<br><br>* Case notes should be turned over to the agency or school as part of the clients' or students' records. Case notes should be destroyed (e.g., shred, not trash) if the agency or school does not include student notes as part of the cumulative record. |                                     |                                      |                                      |

**Counselor Education Program  
Fieldwork Site Agreement (FSA)**

**General Information**

|         |   |
|---------|---|
| Program | <input type="checkbox"/> Clinical Mental Health Counseling <input type="checkbox"/> School Counseling |
|---------|---|

|                   |  |
|-------------------|--|
| Fieldwork Request | <input type="checkbox"/> Practicum <input type="checkbox"/> Internship |
|-------------------|--|

**Student Information**

|               |  |
|---------------|--|
| Student Name  |  |
| Student Phone |  |
| Student Email |  |

**Site Information**

|                                     |  |
|-------------------------------------|--|
| Site Name                           |  |
| Site Address                        |  |
| Site Phone                          |  |
| Placement Type (Clinical or School) |  |

**Site Supervisor Information**

|  |  |
|--|--|
| Supervisor Name  |  |
| Supervisor Phone   |  |
| Supervisor Email   |  |
| Supervisor Position Title  |  |
| Years of Employment at this Agency/School                            |  |
| Years of Experience as a Fully Licensed/Certified Counselor          |  |
| Degree(s) Awarded:<br>(Degree(s) and Subject Area(s))                |  |
| Name(s) of License(s)/Certification(s), #(s), and Expiration Date(s) |  |
| Area(s) of Specialization  |  |
| Training in Clinical Supervision                                     | <input type="checkbox"/> Yes (Please provided electronic evidence of training)<br><input type="checkbox"/> No (Must complete WCSU training module) |

**Contracted Agreement for Accepting a WCSU Counselor Education Student for Fieldwork Placement****As the On-Site Supervisor, I agree:**

1. That I hold an appropriate credential, a minimum of two years of experience as a fully licensed/certified counselor, and that I am officially employed by the site. I will also provide my resume and documentation of training in counseling supervision or complete the WCSU training module prior to the start of supervision.
2. That there is no personal or professional relationship with the student (i.e., a principal or supervisor who regularly evaluates the student, relative, etc.) and I agree to abide by all federal and state laws, statues, regulations, other legal guidelines, and the ACA Code of Ethics and/or the ASCA Ethical Standards. I will ensure that the student's role and responsibilities at the site are appropriate for the level of training received and are communicated to the appropriate staff.
3. To collaborate with the student to develop goals and objectives for the fieldwork experience (i.e., what they want to learn, improve upon, etc.) and to provide suggestions and guidance in terms of realistic activities that can be completed within the time constraints of the experience.
4. To provide a thorough orientation to the fieldwork site and its personnel that includes orientation materials and experiences that familiarize students with the placement's mission, objectives, client/student population, administrative policies, procedures, standards, and practices.
5. To review all policies and procedures for dealing with emergencies and safety issues with the student and to be available to the student in case of emergency.
6. To include the student in staff meetings, professional development, and other appropriate experiences throughout the fieldwork placement.
7. To organize the fieldwork experience and provide training and direct experience in counseling individuals, families, and/or groups as appropriate.
8. To ensure that the student has access to the resources needed to complete the requirements of the fieldwork placement (i.e., office space, phone, access to clients/students, appropriate access to records, computer, assistance to facilitate completion of documentation and secure storage of case notes, files, and other confidential materials, etc.)
9. To ensure that the student has the opportunity to work with a diverse group of clients and to monitor the fieldwork experience to ensure that the needs of the student and the needs of the clients are met.
10. To provide an opportunity for the student to co-facilitate small groups (10 hours required during practicum or internship).
11. To communicate with the WCSU Faculty Supervisor regularly throughout placement to discuss student's progress in meeting fieldwork expectations assessed in the fieldwork evaluations and provide the faculty supervisor with evaluations of the student's overall performance and professionalism during the fieldwork experience.
12. To provide live supervision of student counseling sessions and to regularly observe the student on site to provide feedback as needed.
13. To provide on-going feedback during weekly supervision meetings (minimum 1 hour per week) with the student. If a student is placed at more than one fieldwork site during a semester, the student must obtain one hour of supervision at each site every week.

- 14. To monitor and approve the student’s hours in Typhon weekly and complete the summative evaluations in Typhon at the end of each semester the student is in fieldwork placement under supervision.
- 15. To contact the WCSU Faculty Supervisor immediately if there is a problem or concern with the student’s performance.

Site Supervisor Signature

\_\_\_\_\_

Date

\_\_\_\_\_

**As the Fieldwork Student, I agree:**

- 1. To abide by all federal and state laws, statues, regulations, other legal guidelines, and the ACA Code of Ethics and/or the ASCA Ethical Standards. I will only represent myself as a student counselor-in-training with people to whom I am providing services.
- 2. To ensure that my student liability insurance is current for the duration of the fieldwork experience.
- 3. To ensure that the Site Supervisor has a copy of the Site Supervisor Counseling Practicum and Internship Student Evaluation and the WCSU Fieldwork Manual.
- 4. To collaborate with the Site Supervisor to establish goals and objectives for the fieldwork site placement.
- 5. To establish a schedule at the placement site that is compatible with the Site Supervisor’s schedule.
- 6. To arrange release time from any other workplaces to complete the fieldwork hours within the agreed upon time frame at the site.
- 7. To operate within the policies and procedures of the school or agency. In the event of an emergency at the fieldwork site, I will follow the emergency policies and procedures of the site and immediately notify my Site Supervisor and/or key staff person as instructed. I will also notify my WCSU Faculty Supervisor and the WCSU Fieldwork Coordinator.
- 8. To actively participate in the learning process, complete all agreed upon tasks, and demonstrate professional dispositions throughout the fieldwork experience.
- 9. To seek assistance from the Site Supervisor and/or Faculty Supervisor when dealing with unfamiliar, difficult, or high-risk situations or cases.
- 10. To participate in weekly individual or triadic face-to-face supervision for a minimum of 1 hour per week with my site supervisor to develop my counseling knowledge and skills.
- 11. To participate in 1.5 hours of group supervision per week with my faculty supervisor and to complete all requirements of fieldwork in Typhon as outlined in the Fieldwork Manual.
- 12. To advocate for myself if I do not have the tools or resources (access to clients/students, space to meet, access to appropriate records, etc.) I need to complete the requirements for the fieldwork placement.

Fieldwork Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

**Contracted Hours & Student Schedule and Goals**

**Number of Hours Required on Site to Complete Fieldwork Experience**

| Hours Required   | Practicum   | Internship |
|--|---|------------|
| Direct Service Hours   | 40<br>Must include 10 hours of facilitating small groups during practicum or internship | 240        |
| Indirect Service Hours   | 60  | 360*       |
| Site Supervision Hours   | 12 minimum  | 24 minimum |
| Total Hours  | 100   | 600*       |
| *460 indirect and 700 hours total for school counseling students |   |            |

**Student Schedule and Goals**

|  |  |
|--|--|
| Please list the duration of the fieldwork placement. (month, date, year)   |  |
| Please list the days and times you have agreed to be present on site.  |  |
| Please list the days and times you have agreed to participate in supervision on site.  |  |
| Please list the goals and objectives that have been collaboratively developed to be accomplished during the field placement. |  |
|  |  |
|  |  |

The signatures indicate an understanding of and an agreement with the conditions outlined in the Fieldwork Site Agreement Form.

|                          | Name | Signature | Date |
|--------------------------|------|-----------|------|
| <b>Fieldwork Student</b> |      |           |      |
| <b>Site Supervisor</b>   |      |           |      |
|                          |      |           |      |

|  |  |  |  |
|--|--|--|--|
| <b>Administrator (Principal or Director)</b> |  |  |  |
| <b>Fieldwork Coordinator</b>                 |  |  |  |

Please Note: Should any conditions at the site change that impact this agreement, it is understood that the Student and Site Supervisor will communicate this directly and immediately to the faculty supervisor.

**University Contact Information**

Western Connecticut State University  
 181 White Street, Danbury, CT 06810  
<https://www.wcsu.edu/educational-psychology/counselor-education/>

Dr. Lorrie-Anne Monte, Counselor Education Program Coordinator and School Counseling Fieldwork Coordinator  
 Office #: (203) 837-3262  
 Cell Phone: 203-490-9049  
 Email: [montel@wcsu.edu](mailto:montel@wcsu.edu)

Dr. Jessi Gutheil, Assistant Professor and Clinical Mental Health Counseling Fieldwork Coordinator  
 Office #: (203) 837-8513  
 Email: [gutheilj@wcsu.edu](mailto:gutheilj@wcsu.edu)

Dr. Hyemi Jang, Assistant Professor and Clinical Mental Health Counseling Faculty Supervisor  
 Office #: (203) 837-8617  
 Email: [jangh@wcsu.edu](mailto:jangh@wcsu.edu)

Dr. Theresa Canada, Professor and Clinical Mental Health Counseling Faculty Supervisor  
 Email: [canadat@wcsu.edu](mailto:canadat@wcsu.edu)

Curtis Darragh, Adjunct Professor and School Counseling Practicum and Internship Faculty Supervisor  
 Email: [darraghc@wcsu.edu](mailto:darraghc@wcsu.edu)

Lisa Kilcourse, Adjunct Professor and School Counseling Practicum Faculty Supervisor  
 Email: [kilcoursel@wcsu.edu](mailto:kilcoursel@wcsu.edu)

**Fieldwork Site Agreement Deadlines**

- Practicum Agreements should be submitted to the Fieldwork Coordinator no later than November 1 for School Counseling and March 1 for Clinical Mental Health Counseling.
- Internship Agreements are due no later than April 1 for School Counseling and June 1 for Clinical Mental Health Counseling.

**STATEMENT OF CONFIDENTIALITY**

(This will be reviewed with your Faculty Supervisor and submitted in Typhon at the start of every semester of fieldwork)

|                 |                                      |
|-----------------|--------------------------------------|
| Student Name    |                                      |
| Field Placement |                                      |
| Semester/Year   | ___ Fall ___ Spring ___ Summer 20___ |

I understand that any clinical case materials discussed in classes, supervisory sessions, case conferences, seminars, and other educational settings within the Western Connecticut State University Counselor Education Program are for professional learning purposes and are subject to strict professional standards of confidentiality.

The same standards of confidentiality extend to various forms of peer counseling, which take place in a variety of course settings. This means that I agree to refrain from discussing clinical case material, peer counseling sessions, or supervision sessions with any persons other than those directly involved in the learning situation. I also acknowledge that any video or audio recordings of my own sessions or sessions of peers must not be distributed and should be destroyed at the completion of the project or supervisory session for which the recordings were required.

Further, I understand that the clinical and academic records and information that I have access to at my fieldwork placement are protected by federal laws and that I must follow the agency protocol and federal guidelines pertaining to confidentiality.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### WEEKLY ACTIVITY LOG OF HOURS

(All students in fieldwork must submit their fieldwork hours in Typhon weekly)

|  |                           |                        |
|--|---------------------------|------------------------|
| Student Name:  |                           | Week of:               |
| <b>DIRECT SERVICE</b>  | <b>Number of Sessions</b> | <b>Number of Hours</b> |
| Individual Counseling  |                           |                        |
| Group Counseling   |                           |                        |
| Family Counseling  |                           |                        |
| Consultation with client   |                           |                        |
| Teaching   |                           |                        |
| Preventative Interventions   |                           |                        |
| <b>Total Direct Service</b>  |                           |                        |
| <b>INDIRECT SERVICE</b>  |                           |                        |
| Client Contact (other than counseling)   |                           |                        |
| Meetings   |                           |                        |
| Observations   |                           |                        |
| Professional Development & Off-Site Hours***These hours must be explained in Time Log Notes. |                           |                        |
| Coordination/Collaboration   |                           |                        |
| Consultation (without client)  |                           |                        |
| Management   |                           |                        |
| <b>Total Indirect Service</b>  |                           |                        |
| <b>SITE SUPERVISION</b>  |                           |                        |
| Individual, Group or Triadic Supervision on Site   |                           |                        |
| <b>TOTAL WEEKLY HOURS</b>  |                           |                        |
|  |                           |                        |

**STUDENT EVALUATION OF SITE**

(This will be completed in Typhon by all students in fieldwork at the end of every semester of fieldwork)

Student Name \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

Site Supervisor Name \_\_\_\_\_

School/Site Name \_\_\_\_\_

Site Address \_\_\_\_\_

Site Phone \_\_\_\_\_

|  |  |
|--|--|
| Would you recommend your fieldwork site to other students?   |  |
| Based on your overall impression of your fieldwork site, what score out of 100 would you give your site?   |  |
| Would you recommend this site for Practicum and/or Internship?   |  |
| Advantages/Strengths of Site (include availability of clients, space for counseling, variety of activities at site, attitude toward audio recording, etc.)     |  |
| Disadvantages/Weaknesses of Site (include availability of clients, space for counseling, variety of activities at site, attitude toward audio recording, etc.) |  |

**STUDENT EVALUATION OF SITE SUPERVISOR**

(This will be completed in Typhon by all students in fieldwork  
at the end of every semester of fieldwork)

|  |  |
|--|--|
| Would you recommend your fieldwork site supervisor to other students?  |  |
| Based on your overall impression of your fieldwork site supervisor, what score out of 100 would you give your site supervisor? |  |
| Would you recommend this site supervisor for Practicum or Internship?  |  |

|    |  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|----|--|-------------------|----------|----------------------------|-------|----------------|
| 1  | Provides me with useful feedback regarding counseling behavior.  | 1                 | 2        | 3                          | 4     | 5              |
| 2  | Helps me feel at ease with the supervision process.  | 1                 | 2        | 3                          | 4     | 5              |
| 3  | Makes supervision a constructive learning process.   | 1                 | 2        | 3                          | 4     | 5              |
| 4  | Provides me with specific help in areas I need to work on.   | 1                 | 2        | 3                          | 4     | 5              |
| 5  | Addresses issues relevant to my current concerns as a counselor.   | 1                 | 2        | 3                          | 4     | 5              |
| 6  | Helps me focus on new alternative counseling strategies that I can use with my clients.                              | 1                 | 2        | 3                          | 4     | 5              |
| 7  | Helps me focus on how my counseling behavior influences the client.  | 1                 | 2        | 3                          | 4     | 5              |
| 8  | Encourages me to try alternative counseling skills.  | 1                 | 2        | 3                          | 4     | 5              |
| 9  | Structures supervision appropriately.  | 1                 | 2        | 3                          | 4     | 5              |
| 10 | Adequately emphasizes the development of my strengths and capabilities.  | 1                 | 2        | 3                          | 4     | 5              |
| 11 | Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations. | 1                 | 2        | 3                          | 4     | 5              |
| 12 | Enables me to become actively involved in the supervision process.   | 1                 | 2        | 3                          | 4     | 5              |
| 13 | Makes me feel accepted and respected as a person.  | 1                 | 2        | 3                          | 4     | 5              |
| 14 | Deals appropriately with the affect in my counseling sessions.   | 1                 | 2        | 3                          | 4     | 5              |
| 15 | Deals appropriately with the content in my counseling sessions.  | 1                 | 2        | 3                          | 4     | 5              |
| 16 | Motivates me to assess my own counseling behavior.   | 1                 | 2        | 3                          | 4     | 5              |
| 17 | Conveys competence.  | 1                 | 2        | 3                          | 4     | 5              |
| 18 | Is helpful in critiquing report writing.   | 1                 | 2        | 3                          | 4     | 5              |
| 19 | Helps me use tests constructively in counseling.   | 1                 | 2        | 3                          | 4     | 5              |
| 20 | Appropriately addresses interpersonal dynamics between self and counselor.   | 1                 | 2        | 3                          | 4     | 5              |
| 21 | Can accept feedback from counselor.  | 1                 | 2        | 3                          | 4     | 5              |
| 22 | Helps reduce defensiveness in supervision.   | 1                 | 2        | 3                          | 4     | 5              |
| 23 | Enables me to express opinions, questions, and concerns about my counseling.   | 1                 | 2        | 3                          | 4     | 5              |
| 24 | Prepares me adequately for my next counseling session.   | 1                 | 2        | 3                          | 4     | 5              |
| 25 | Helps me clarify my counseling objectives.   | 1                 | 2        | 3                          | 4     | 5              |

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 26 | Provides me with opportunities to adequately discuss the major difficulties I am facing with my clients.          | 1 | 2 | 3 | 4 | 5 |
| 27 | Encourages me to conceptualize in new ways regarding my clients.  | 1 | 2 | 3 | 4 | 5 |
| 28 | Motivates me and encourages me.   | 1 | 2 | 3 | 4 | 5 |
| 29 | Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling. | 1 | 2 | 3 | 4 | 5 |
| 30 | Gives me the chance to discuss personal issues related to my counseling.  | 1 | 2 | 3 | 4 | 5 |

**SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION**

(Site Supervisors will complete this in Typhon at the end of every semester of fieldwork)

| <b>Counseling Environment, Engagement &amp; Commitment to Counseling</b>  |   |  |  |   |
|---|---|--|--|---|
| <b>Attributes</b>   | <b>Below Standard<br/>1</b>   | <b>Developing<br/>2</b>  | <b>Proficient<br/>3</b>  | <b>Exemplary<br/>4</b>  |
| <p><b>Communicating and reinforcing appropriate standards of behavior</b></p> <p><b>CACREP 3.E.8-9</b></p>            | Minimally communicates and/or reinforces appropriate behavior resulting in interference with counseling   | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with counseling.  | Communicates and reinforces appropriate standards of behavior that support a productive counseling relationship.   | Creates opportunities for students/clients to take responsibility for their own behavior.   |
| <p><b>Promoting social and emotional competence</b></p> <p><b>CACREP 3.E.15,17</b></p>                                | Minimally <i>attends</i> to teaching, modeling, or reinforcing social skills and provides little to no opportunity for students/clients to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build capacity of students/clients to self-regulate and take responsibility for their actions. | Consistently teaches, models, or reinforces social skills and builds capacity of students/clients to self-regulate and take responsibility for their actions.      | Encourages students/clients to independently apply proactive strategies and take responsibility for their actions.                      |
| <b>Planning for Active Counseling</b>   |   |  |  |   |
| <p><b>Evidence-based practice</b></p> <p><b>CACREP 3.E.1</b></p>  | Designs counseling plans that are not evidence-based.   | Designs counseling plans that are partially evidenced-based.   | Designs counseling plans using evidenced-based practice.   | Designs counseling plans using evidence-based practice and includes opportunities for generalization and application to new situations. |
| <p><b>Use of data to determine student/client needs and level of challenge</b></p> <p><b>CACREP 3.G.7 3.H.3-7</b></p> | Designs counseling plans without consideration of student/client data.  | Designs counseling plans using limited sources of data to address students'/clients' needs and to support an appropriate level of challenge.   | Designs targeted and purposeful counseling plans using multiple sources of data to address students'/clients' needs and support an appropriate level of challenge. | <i>Is</i> proactive in obtaining, analyzing, and using data to guide collaborative planning.  |
| <p><b>Targeted and specific objectives for students/clients</b></p>   | Develops counseling objectives that are not targeted or specific to the needs of students/clients.  | Develops counseling objectives that are targeted or specific to the needs of some, but not the majority of, students/clients.  | Develops counseling objectives that are targeted and specific to the needs of all students/clients.  | Develops counseling plans that include opportunities for students/clients to develop their own objectives.                              |

| <b>CACREP 3.E.13-14</b>  |   |   |   |   |
|--|---|---|---|---|
|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
| <b>Selection of assessments and interpretation of results</b><br><br><b>CACREP 3.G.7</b> | Does not use knowledge of students'/clients' abilities, developmental levels, cultural, linguistic, or experiential backgrounds to select and interpret assessment information. | Uses limited knowledge of students'/clients' abilities, developmental levels, cultural, linguistic, or experiential backgrounds to select and interpret assessment information. | Uses knowledge of students'/clients' abilities, developmental levels, cultural, linguistic, or experiential backgrounds to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of counseling plans. |
| <b>Criteria for student/client success</b><br><br><b>CACREP 3.E.14</b>                   | Does not identify appropriate criteria for assessing student/client success.  | Identifies general criteria for assessing student/client success.   | Identifies objective and measurable criteria for assessing student/client success.  | Integrates student/client input into the plan for assessing student/client success.   |
| <b>Ongoing assessment</b><br><br><b>CACREP 3.G.7</b>                                     | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.  | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.   | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.   | Plans to engage students/clients in using assessment criteria to self-monitor and reflect on progress in counseling.  |
| <b>Service Delivery</b>  |   |   |   |   |
| <b>Progression of service delivery</b><br><br><b>CACREP 3.C.8,12</b>                     | Delivers services in an illogical and inflexible progression.   | Generally, delivers services in a logical and purposeful progression. Struggles to adjust when client needs change.   | Delivers services in a logical, flexible, and purposeful progression.   | Challenges and empowers all students/clients to take responsibility for their own progress in counseling.   |
| <b>Level of challenge</b><br><br><b>CACREP 3.C.8</b>                                     | Delivers services that are at an inappropriate level of challenge for students/clients.   | Delivers services that are at a minimally appropriate level of challenge for students/clients.  | Delivers services that are at an appropriate level of challenge for most of the students/clients.   | Delivers services that are at an appropriate level of challenge for all students/clients.   |
| <b>Professional Responsibilities &amp; Leadership</b>                                    |   |   |   |   |
| <b>Self-evaluation/reflection</b><br><br><b>CACREP 3.A.11</b>                            | Does not self-evaluate/reflect on how practice affects counseling.  | Self-evaluates/reflects on practice and impact on counseling but takes limited or ineffective action to   | Self-evaluates/reflects on individual practice and the impact on counseling; identifies areas for improvement and takes effective action                                | Uses ongoing self-evaluation/reflection to initiate professional dialogue with colleagues to improve collective practices to address counseling,                      |

|  |   | improve individual practice.  | to improve professional practice.  | school or agency and professional needs.   |
|--|---|---|--|--|
|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>   |
| <b>Response to feedback</b><br><b>CACREP 3.A.11-12</b>         | Does not accept feedback and recommendations or make changes for improving practice.  | Accepts feedback and recommendations but changes in practice are limited or ineffective.  | Willingly accepts feedback and recommendations and makes effective changes in practice.  | Proactively seeks feedback in order to improve in a range of professional practices.   |
| <b>Professional development</b><br><b>CACREP 3.A.12</b>        | Does not actively participate in professional development opportunities.  | Participates in required professional development opportunities but makes minimal contributions.                                  | Participates actively in required professional development and seeks opportunities within and beyond the school or agency to strengthen skills and apply new knowledge to practice.                    | Takes a lead in or initiates opportunities for professional development with colleagues, families, or community.                                   |
| <b>Collaboration with colleagues</b><br><b>CACREP 3.A.2-3</b>  | Attends required meetings but does not use outcomes of discussions to advocate or adjust service delivery.                        | Participates in required meetings and uses some outcomes of discussions to advocate or adjust service delivery.                   | Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.   | Supports and assists colleagues in gathering, synthesizing, and evaluating data to adapt practices to support professional growth and development. |
| <b>Ethical conduct</b><br><b>CACREP 3.A.10</b>                 | Does not act in accordance with ethical codes of conduct and professional standards.  | Acts in accordance with ethical codes of conduct and professional standards.  | Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.  | Collaborates with colleagues to deepen the counseling community's awareness of the moral and ethical demands of professional practice.             |
| <b>Maintenance of records</b><br><b>CACREP 3.A.10</b>          | Records are incomplete, and/or confidential information is stored in an unsecured location.                                       | Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.                 | Records are complete, organized, and accurate. Confidential information is stored in a secured location.   | Supports and assists colleagues, in the larger school or agency community, in maintaining accurate and secure records.                             |
| <b>Ethical use of technology</b><br><b>CACREP 3.A.10 3.E.5</b> | Disregards established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner, and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal, and ethical use of information and technology throughout the school or agency or agency community.     |

|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Advocacy</b><br/><br/><b>CACREP 3.A.4-5</b></p>  | <p>Does not advocate to address student/client needs nor for the profession.</p>  | <p>Takes a minimal role in engaging with colleagues, students/clients, families, or the large community to advocate for student/client needs or for the profession.</p>  | <p>Engages with students/clients, families, or the large community to advocate for student/client needs or for the profession.</p>   | <p>Leads efforts within and outside the school/agency to advocate for student/client needs or for the profession.</p>  |
|  | <p><b>Below Standard</b></p>  | <p><b>Developing</b></p>   | <p><b>Proficient</b></p>   | <p><b>Exemplary</b></p>  |
| <p><b>Stakeholder engagement</b><br/><br/><b>CACREP 3.A.2-3</b></p>                                  | <p>Does not communicate with stakeholders about student/client academic or behavioral performance outside required reports and conferences.</p> | <p>Communicates with stakeholders about student/client academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.</p> | <p>Communicates frequently and proactively with stakeholders about student/client academic or behavioral expectations and performance and develops positive relationships with stakeholders to promote student/client success.</p> | <p>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support counseling. Seeks input from stakeholders and communities to support student/client growth and development.</p> |
| <p><b>Culturally responsive communications with stakeholders</b><br/><br/><b>CACREP 3.B.1-11</b></p> | <p>Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.</p>            | <p>Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.</p>  | <p>Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.</p>   | <p>Leads efforts to enhance culturally responsive communications with stakeholders.</p>  |



**SAMPLE CASE NOTE TEMPLATE**

| Type of Session                        |                   |
|--|-------------------|
| ___ Individual Sessions                | ___ Group Session |
| ___ Individual Summary (for each case) | ___ Group Summary |

|  | Case Note                    |
|--|------------------------------|
| Client Name (use initials or coding only)            |                              |
| Date(s) & Time                                       |                              |
| Source of Referral                                   |                              |
| Reason for Referral (ex. Social, Academic, Personal) |                              |
| Brief Summary of Discussion                          |                              |
| Plan or Next Steps                                   |                              |
| Counseling Goals Addressed                           |                              |
|  | Process Information/Approval |
| Site Supervisor/Student Supervision Notes            |                              |
| Student Signature /date                              |                              |
| Site Supervisor Signature /date                      |                              |