

### Chapter 1 : Sample Weekly Schedule – Counseling Practicum and Internship (Master’s Level)

*A counseling practicum is a requirement for many undergraduate and graduate degrees in psychology and counseling and consists of a work experience at a school, hospital, church or mental health agency.*

The number of students accepted will be on the basis of space and availability of supervisors. At this time we can accept four students. An interview of approximately 30 minutes with the training director and another senior staff member will be scheduled prior to acceptance of a student for placement. All students accepting an offer of a CAPS placement will be expected to attend the weekly all clinical staff meeting held currently from 8: In addition, a 2 day orientation will be scheduled a few days prior to the beginning of the Fall semester. These dates will be reviewed with the applicant at the time of his or her application for placement. Practicum students will be assigned an office at least 10 hours each week during which to see a total of five individual clients and work on supporting records, reports and review of case materials. It is expected that the student clinician would be in the office at those times regardless of whether or not a client is scheduled. Typically, two hours of individual supervision will be scheduled as part of that time, with two different supervisors. These hours are separate from the hours of scheduled office time. In addition, students are expected to attend the weekly staff clinical staff meeting. Practicum students are also encouraged to avail themselves of outreach opportunities over the course of the year. Practicum students are invited to attend the weekly intern professional issues seminar according to their interests and schedule. Once accepted for placement, individual clinical supervisors will be assigned to practicum students bearing in mind issues of theoretical and experiential fit and student needs for training experiences. Close, on-going communication between student and supervisor regarding the supervision process is seen as essential to a successful experience and is strongly encouraged. Two-way evaluation of the supervision experience will be conducted in written and oral form near the end of each semester. Doctoral interns at CAPS are expected to supervise a practicum student on clinical cases under supervision offered by a senior staff psychologist. Thus they will receive two separate hours of supervision per week with two separate supervisors. Not all practicum students may experience this arrangement. This issue will be discussed with practicum students at the time of their application. This discussion is for the purpose of identifying any potential problems which may arise from possible dual relationship issues when both practicum and intern are students at KU. Practicum students at CAPS are expected to record all client sessions via webcam as well as the supervision session with their intern supervisor. The purpose of recording the intern supervision session is for the intern to then receive supervision in a group supervision-of-supervision setting. Students enrolled in practicum often review cases with their instructors in class for consultation and the purpose of academic evaluation. This does not constitute clinical supervision of those cases since legal and ethical standards for supervision require an on-site supervisor with access to CAPS resources and records. Final responsibility for all cases lies with the CAPS supervisor. Students enrolled in PRE may carry a requirement for group therapy experience during that placement. CAPS will make strong efforts to assign the student a group to co-lead with a senior staff member for at least one semester but cannot guarantee group experience. Group time, preparation and supervision are scheduled separately from the regular 10 hours for individual clients and does not reduce the individual client load expected of the practicum student.

## Chapter 2 : Psychology Practicum Program

*The exposure of counseling practicum students to humanistic counseling theories: a survey of CACREP programs. Journal of Humanistic Counseling, Education, and.*

Describe culturally appropriate interventions when working with individuals and groups in crisis, trauma, and disaster. Conduct crisis and trauma group counseling using theory. Identify crisis domains including emergency situations, domestic violence, abuse and neglect of children and suicide prevention. Demonstrate strategies of risk assessment for self-harm danger to self and threats to others danger to others. Assessment, Diagnosis and Prognosis Use resources for the clinical diagnosis of clients. Outline the process for completing client assessments, including biopsychosocial assessments. Explain the purpose of prognosis and ethical implications when making recommendations in counseling. Conduct group counseling sessions using theory. Intake and Interviewing Analyze how group and family dynamics influence the scope of practice. Establish intake and interviewing practices appropriate for diverse clients including gathering information for assessment. Conduct family-oriented group counseling sessions employing theory. Treatment Planning and Intervention Evaluate treatment planning based on assessment and diagnostic information. Demonstrate skills in matching treatment to assessed client needs and strengths. Determine community resources to deliver the appropriate quality of services and support. Clinical Writing and Progress Notes Use professional clinical documentation skills. Evaluate various note taking formats. Determine appropriate content for progress notes. Overview of Practicum Describe expectations of professional behavior during counseling practicum and tenets of a professional counselor identity. Identify relevant regulations and statutory requirements during counseling practicum. Analyze the stages of the counseling process. Identify facilitative skills needed to achieve group therapy goals. Describe group process and group guidelines. Identify the components for delivering a clinical case review. Client Resiliency and Evaluating Progress Evaluate the use of strengths-based approaches with clients. Describe the importance of client diversity and resiliency in planning and implementing treatment. Evaluate strategies for evaluating client progress. Conduct group counseling sessions focused on diversity and multicultural domains. Self-Care Identify self-care strategies and opportunities. Conduct group counseling sessions focused on self-help and self-care ideology using the assigned theory. Termination, Referrals, and Continuity of Care Determine when to evaluate and re-evaluate treatment goals. Describe effective strategies for continuity of care and client self-care. Assess client problems requiring referrals and appropriate referral procedures. Conduct group counseling sessions focused on preparation for termination of therapy. Closure in Practicum and Professional Counselor Identity Determine progress made in relation to developing counselor skills, knowledge, and abilities. Evaluate practicum site experiences including strengths and areas for improvement. Complete closure of client files. Facilitate closure of client, supervisor, and staff relationships. Conduct final group counseling sessions. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

## Chapter 3 : G Practicum in Counseling

*The practicum, required of all Counselor Education students, provides opportunities for students to demonstrate their counseling skills under close supervision in a laboratory setting. Clients should come from the environment in which the students are preparing to work.*

This means that if a client does not show for an appointment, you are still expected to be at the Student Counseling Service. That time may be used to watch tape, read, complete case notes or for other professional development activities. It is expected that all your time be accounted for in our scheduling system and that you are onsite in accordance with that schedule. Direct Client Contact Clients are seen for an average of 6 sessions. The Student Counseling Service provides the greatest benefit to the most students in the shortest amount of time. Staff conceptualize clients from a variety of theoretical perspectives. Individual Supervision Quality supervision is seen as the cornerstone of our training program and is highly valued by the entire staff. For the doctoral-level practicum, senior staff or pre-doctoral interns may serve as the primary supervisors. Supervisor assignments are based on a combination of what the trainee is seeking from supervision and goodness of fit with the supervisor. Primary supervisors meet weekly with the training committee for supervision of supervision and to consult with each other regarding training issues and work on enhancing the supervisory process. Supervision Preparation Doctoral-level practicum counselors are expected to spend at least two hours per week preparing for supervision. It is expected that the practicum counselor use part of this time to review an entire taped session of their work with a client. Other activities during this time may include completing case notes, reviewing training tapes, or readings. Seminar This weekly seminar is designed to be a combination of didactic and experiential activities to further skill and case conceptualization development in the art and science of psychotherapy. Group Case Supervision During this time, doctoral-level practicum counselors and masters-level interns will meet as a group with two senior staff facilitators. Trainees will have the opportunity to bring in tapes of their work and receive feedback from the group about their work with a particular client. This time is specifically designed to address case conceptualization skills and to identify specific interventions that trainees may utilize with their clients. Each doctoral-level practicum counselor is required to give a formal case presentation at the conclusion of each semester. Presenting a client case provides an opportunity for interns to articulate to the SCS staff their theoretical orientation and to demonstrate their case conceptualization skills. This type of experience should also help prepare the practicum counselor to discuss his or her therapeutic style and will likely be useful preparation for the pre-doctoral internship match. Students who do not meet all program requirements will not receive required evaluations for the internship experience or may have their performance evaluation affected. Appropriate attire at the Student Counseling Service is business casual. Trainees will be expected to maintain this standard while conducting official business at the Student Counseling Service. In the event of a planned absence, the trainee will notify clients and reschedule appointments as appropriate. In the event of accident, illness, or other unforeseen absence, the practicum counselor will notify Student Counseling Service staff as soon as possible and ask that clients be contacted and rescheduled. Client case notes are to be completed on the day of service before leaving the building. All recorded materials are to be stored in the file room when not being used to tape sessions or review sessions. Client information is never to be kept in intern offices while interns are not using those offices. Evaluation of doctoral-level practicum counselors: At the end of the semester, supervisors will provide written feedback to doctoral-level practicum counselors regarding their performance throughout the semester and they will recommend a grade for the practicum to the appropriate academic program. Supervisors and supervisees are encouraged to discuss progress throughout the semester but in particular at an informal evaluation meeting at mid-semester. In addition, practicum trainees will evaluate their individual supervisors and the practicum program as a whole. While the work culture at the Student Counseling Service is supportive and collegial, adherence to the above requirements will allow each doctoral-level practicum counselor to have a productive experience as part of our staff. The practicum coordinator and training director will maintain ongoing communication with your training program as it relates to your progress in the

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practicum program. If there are any concerns about how being a former client impacts opportunities as a trainee at the SCS, please refer to Student Counseling Service Guidelines Regarding Multiple Relationships document.

### Chapter 4 : HCE / Individual Counseling Practicum | Counselor Education | University of Southern Maine

*Counseling practicum is an intensive, small group learning experience during which a resident counsels one of his/her own patients for an hour-long session, while receiving live observation and supervision from behavioral science faculty preceptors and a small group of.*

Copy of Program Outline signed by faculty advisor  
Two copies of your professional resume  
Verification of Professional Liability Insurance Submit before beginning work at the site  
Practicum in Counseling G  
The Practicum in Counseling is designed to provide students with closely supervised counseling practice at approved field sites in schools or agencies. This field experience requires a major commitment of time and energy and many students find it helpful to reduce their course loads while completing the practicum. Submit applications at least 3 months prior to the beginning of the practicum semester. Please indicate on the attached practicum application if you must perform your practicum in the evening only available for agency sites only. You should be aware that "evening only" practicum sites are limited and it may not be possible to arrange such a placement for you during the term you request. Before enrolling in G, students must have completed the following courses with grades of "B" or higher: Professional Orientation and Ethics G  
The Director of Field Experiences must approve any exceptions. Departmental requirements are described below, but may be modified or extended by site or faculty supervisors: The specific minimum requirements include: Remaining hours should include activities such as professional development activities, participating in workshops as a learner, and involvement in other activities that would be expected of a staff member at the site. In addition to the hours on site: Ninety 90 minutes per week of group supervision through regular attendance at the weekly practicum seminar class conducted by the practicum instructor and one hour per week of individual supervision by the faculty supervisor. Maintain a log detailing time spent at the practicum site, including specific activities. At the conclusion of the practicum experience, a complete log for the course must be submitted to the Field Placement Coordinator. A sample format for preparing client case notes is included in this packet. You may use another format desired by your practicum site or faculty instructor. Ethical standards require that case notes and all other information about clients be maintained in a secure manner. Video or audio tape samples of client sessions for review by faculty supervisor and site supervisor. Complete all work assigned by the faculty supervisor at satisfactory levels. All field experience students are required to have professional liability insurance in effect before beginning work at the site. Please consult with the field placement coordinator or your faculty advisor for other insurance options. Steps to Applying for a Practicum Placement: This form may be obtained from your faculty advisor or outside of ES and must be signed by the faculty advisor. Prepare a current copy of your professional resume. The resume should include information about your educational post-high school background, counseling courses completed or enrolled in, professional work experience, career objectives, and any other information you believe to be relevant. If you are unsure how to prepare your resume, please consult with your faculty advisor. Submit your completed application, a copy of your Program Outline and two copies of your resume to the Field Placement Coordinator ES listed on the cover page of this document. Submit your materials by the deadline for the academic term during which you wish to perform your practicum see preceding page for deadlines. Do not contact a site on your own. You will be notified when to contact a site to arrange an interview. Keep in mind that, prior to acceptance by a site, you may participate in one or more preliminary interviews at the site. These interviews should be treated as if they were employment interviews. Following your interview s , the site will notify this department as to whether or not you have been accepted for a practicum. When a site has accepted you, complete the attached Final Site Placement Form and obtain the necessary information and signatures. Return the completed form to the Field Placement Coordinator or your faculty supervisor by the first practicum class meeting. Submit verification of your professional liability insurance to the Field Placement Coordinator before beginning any work at the site.

## Chapter 5 : Practicum Program Overview | Student Counseling Service

*The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information in the university's programs and activities.*

The only requirement is that all of the above information be included in their statement Client load Students will have clients to see on a weekly basis starting week 2 and should plan on seeing 3 clients minimum per week starting the second week of class. Rehabilitation students “ Students must work with clients with disabilities. Mental Health students “ plan on a minimum of 3 adult clients a week. School counseling students “ Plan on also seeing children or adolescents 3 often works best as children are frequently absent or on field trips. At least one client should be elementary age K-5 ; one client should be middle school age grades ; and one client should be of high school age grades ; or freshman in college. Students will counsel clients weekly ending the week prior to the last class. This is important for students to gain in skills over time with supervision. The practicum site liaison is to assist the student in finding appropriate clients to work with; will oversee clients in the case of emergencies, possible dangers, or needed referrals; and will assist students in this. Responsibilities of student in supervision with their USM supervisor Do an intake on all clients and give a copy of this to the USM supervisor who will place it in the special file in the program office Bailey. See at least 3 clients weekly starting the second week of class. Prepare notes on all sessions following the format of USM supervisor. These must be done weekly and on the day of the meeting. Record all client sessions either with audio or video tapes. Come to supervision prepared to discuss each client, with each of tapes cued up to a point for feedback and exploration. Contact the USM supervisor immediately in the case of suicidal ideology or actions, suspicion of abuse, or suspicion of other situations of possible danger or harm. Participate in mid term and final evaluation. Communicate to the university supervisor expectations of the site liaison. Responsibilities of USM clinical supervisor Meet with each supervisee for 1 hour per week starting the second week of class and ending the last week of class or when student has completed all client sessions. Review all clients each week. Have students come prepared with tapes keyed up to places the student wishes to discuss. Periodically take student tapes to review more fully. Review all notes and analysis notes and give feedback. Communicate issues that arise to the supervisor and site liaison as they affect clients. Evaluate supervisees at mid-term and at the end of semester. A copy of the evaluation will be handed to both the instructor and the student. If desired by site, consult with site liaison during mid-term evaluation. Discuss any concerns with practicum instructor on a regular basis. Collect and file all one-page summaries and signed forms. Complete final form documenting total client contacts. If desired, consult with USM supervisor around mid-term evaluation. Responsibilities of University site coordinator Contact site liaison prior to each semester. Meet with instructors and students in April and November. Collect, review, and synthesis of site evaluations. Every counselor trainee has the obligation to abide by the ethical standards established by the profession. Counselors solicit private information from clients only when it is beneficial to the counseling process. Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. These statements should guide the professional and ethical conduct of every student in use of audio and video tape recordings. In viewing or listening to recorded counseling or therapy sessions, counseling students are bound by the same legal and ethical considerations as if the client talked directly with a counselor or psychologist. Any questions that may arise regarding confidentiality should be directed to your instructor. Disposition of Records Statement In the practicum course, normal case records are kept throughout the semester until the conclusion of the course. These records may include any of the following: The aforementioned case records are held throughout the length of the course; upon completion of the semester, they will be destroyed or erased. The following notes will be permanent records and are exceptions to the above: These documents will be kept as a permanent record for ten years at which time they will be destroyed. Professional Affiliation It is strongly recommended

that Counselor Education students join the American Counseling Association ACA , nationally recognized professional organization for those in counseling and human resource development. ACA offers students a special membership rate, as well as half-rate for any of its 13 national divisions. The divisions represent counselors in a variety of settings. Purpose and Expectations of Practicum The Practicum provides an opportunity for students to demonstrate their counseling skills under close supervision in a realistic setting. Clients or groups should come from the environment in which the students are preparing to work. The primary goal of the Practicum is to help students combine their counseling skills and personality into an effective therapeutic style. Expectations There are certain fundamental skills and knowledge which students should possess prior to enrolling in the course.

### Chapter 6 : Practicum in Psychology | Counseling and Psychological Services

*The Practicum in Counseling is designed to provide students with closely supervised counseling practice at approved field sites in schools or agencies. This field experience requires a major commitment of time and energy and many students find it helpful to reduce their course loads while completing.*

This type of supervised practice in school counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. Students will need to arrange their schedule to complete this degree requirement. Practicum responsibilities require students to spend hours 40 of which are direct student contact hours at a Pre-Kâ€”12 grade school setting. It is a distinct experience where students gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultation, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. This experience is completed over the course of one week semester 3 credit hours and is to familiarize students with the role of the professional school counselor prior to internship. Students spend approximately 7 hours per week at a school. Internship is an experience which requires students to spend hours of which are direct student contact hours in a Pre-Kâ€”12 grade school setting. Students integrate knowledge acquired in the classroom to real, on the job supervised training. The six credit hours of internship afford students an opportunity to work with a variety of students, parents, and teachers over time. NSU ascribes to the American School Counselor Association National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systemic change. Students may select from the following two scheduling options to fulfill the hours six credit hours of internship experience: Completion of one week semester where the student will be required to complete a minimum of 40 hours per week in a school setting. Completion of two continuous week semesters where the student will be required to complete a minimum of 20 hours per week in a school setting. Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their internship requirement. Please be advised that waiver of practicum and internship experience for any reason will not be permitted. The student must file an application for practicum and internship and receive approval by NSU prior to registering for these courses. The practicum and internship class schedule is a departure from the typical intensive weekend format. Additionally during practicum, individual or triadic supervision will take place on the alternate week with a university supervisor. Individual and group supervision meetings are held on evenings during the week. Specific details on practicum and internship are provided to students at the appropriate time in their program or upon request. Please be advised that during practicum and internship, students may also be enrolled in regularly scheduled intensive weekend classes. Prerequisites To be eligible for practicum, students must have been matriculated. To be eligible for internship, students must have been matriculated and must have successfully completed the following course work:

### Chapter 7 : Practicum in Counseling | USC Rossier Online

*Counseling Practicum students adhere to the professional ethics of the counseling professions as advocated by the American Counseling Association and the American School Counselor Association.*

### Chapter 8 : What Is a Counseling Practicum? (with pictures)

*The Counseling Skills Scale, along with the self-assessment of abilities questionnaire will be used by the practicum supervisor to evaluate and provide feedback to the practicum student. The consent form for video/audiotaping, the Counseling Skills Scale, and the self assessment of abilities questionnaire can be found on WebCT under "other.*

Chapter 9 : Resume Tips for a Counselor Practicum | [racedaydvl.com](http://racedaydvl.com)

*Practicum and Internship Requirements* Practicum and internship are conceived to be that phase of the School Counseling concentration in which a counselor' in-training is able to crystallize his or her educational experiences by translating theoretical constructs into practice.