



Department of Education and Educational Psychology

Counselor Education

Fieldwork Manual

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INTRODUCTION

This manual provides information and requirements pertaining to fieldwork for learners in the Clinical Mental Health Counseling and School Counseling programs.

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 policies and program requirements located in the [University Catalog](#).

This first section of the WCSU Fieldwork Manual contains general information about fieldwork policies and requirements that pertain to learners in all programs. The Addenda include specific program requirements. Learners are expected to review this manual and become familiar with requirements for field work.

FIELDWORK ROLES IN THE COUNSELOR EDUCATION UNIT

Western Connecticut State University provides a supportive structure for the practicum and internship experiences through arrangements with a number of professional roles, including the Counselor Education Fieldwork Coordinator, Fieldwork Site Supervisors, Fieldwork Faculty Supervisors, and Program Chairs.

Counselor Education Fieldwork Coordinator

The Counselor Education Fieldwork Coordinator is a member of the faculty in the Counselor Education Program who supports learners 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 verifies student evaluations, processes stipends for site supervisors, and performs other activities designed to support students in fieldwork.

Fieldwork Site Supervisors

The fieldwork site supervisor is an integral member of the fieldwork experience who performs a key role in facilitating a successful field placement experience. The fieldwork site supervisor provides a valuable service to learners, the community, and the profession. Fieldwork site supervisors are approved by the fieldwork coordinator based upon a review of their qualifications. Fieldwork site supervisors receive a small stipend from Western Connecticut State University for providing supervision to learners at their fieldwork sites. The stipend may be paid to the supervisor or the agency. Paperwork must be processed early in the semester, each semester the student is in field work. Please contact the fieldwork supervisor for more information. The role of site supervisors includes the following:

- Ensures that learners review and are familiar with the fieldwork site's policy and procedure manuals, including all processes for dealing with emergencies and all safety procedures.
- Provides orientation materials and experiences that familiarize learners with the placement's mission, objectives, and client/student population.

- Provides live supervision of learners' counseling sessions and/or reviews learners' recordings of counseling sessions during each semester of the fieldwork experience.
- Provides training and direct experience in counseling individuals, couples, families and/or groups
- Arranges for learner involvement in appropriate staffing, administrative, planning, and information/training meetings held at the site.
- Provides suitable office and clerical assistance to facilitate completion of documentation and secure storage of case notes, files and other confidential materials.
- Communicates regularly with the fieldwork faculty supervisor regarding learner progress, concerns, and/or suggestions for enhancing the field placement experience.
- Serves as a professional role model for the learner.
- Meets with the learner for an average of 1 hour per week for individual supervision. If a learner is placed at more than one fieldwork site during a semester, the learner must obtain one hour of supervision at each site every week.
- Reviews and approves the learner's weekly hours.
- Provides input into the learner's final course grade by completing the Learner Evaluation by the end of each semester.

CACREP Requirements for Fieldwork Site Supervisors

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

Fieldwork Site supervisors must have the following qualifications:

1. A minimum of a Master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. The Counseling program requires that site supervisors hold current licenses/certifications required in their specific specialization to practice independently in their states.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
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 learner's fieldwork application can be approved.

WCSU requires that all Site Supervisors are qualified and able to provide supervision independently (without needing their own supervision) to pre-degree fieldwork students in the student's specific program area and are not prohibited from providing this supervision by any state law or regulation. Please review other accreditation and/or program-specific requirements for Site Supervisors located in the Addenda.

Faculty Supervisors

The fieldwork experience includes the learner's participation and attendance in weekly group supervision meeting facilitated by the faculty supervisor. A minimum of 90 minutes of group supervision must be attended each week of the semester. The Counselor Education faculty member who serves as the faculty supervisor has primary responsibility for the learner'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 learners, evaluates each learner's progress on a regular basis, contacts site supervisors on a regular basis and provides documentation of these contacts, and determines final fieldwork course grades. The fieldwork faculty supervisor works collaboratively with the approved site supervisor to gather and provide feedback about the learner'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.

LOCATING A FIELDWORK SITE

Learners 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 Field Placement Coordinator one semester prior to beginning Practicum. In the first month of the student's Practicum, he or she should be informing the Coordinator of plans for Internship (expected semester to start Internship, sites under consideration, etc.). In other words, if you are beginning Practicum in the fall semester, you should make contact with the Coordinator in September. Learners are ultimately responsible for locating fieldwork sites and providing information to potential supervisors about the fieldwork experience and their program's fieldwork requirements.

- Practicum Agreements should be submitted to the Field Placement Coordinator no later than November 1 for School Counseling and April 1 for Clinical Mental Health.
- Internship Agreements Revised Summer 2019 21 are due no later than April 1 for School Counseling and July 1 for Clinical Mental Health.
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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 and can also meet with learners to discuss the best strategies for reaching out to potential sites in their communities.

Becoming a student member of the state branch of a professional counseling organization (e.g. ACA, AMHCA, ASCA, CCA, and CSCA) is essential. 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.

The Career Center at WCSU is an additional resource that can be used for identifying the types of sites that can be considered as fieldwork placements.

Then, doing a thorough internet search of counseling resources in cities within an hour's commute may yield many additional leads for other possible sites.

Once a list of potential fieldwork sites has been completed, learners 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. A current resume can include experience gained in both paid and volunteer positions, graduate coursework taken, attendance at the in-person Master's Residency, and other relevant information. Sending these materials to potential fieldwork sites via e-mail or U.S. Mail, including a copy of the Fieldwork Information Flyer, and then following up with a phone call to a specific person at the site is an important strategy for finding possible placements.

It will be important to determine if a potential fieldwork site can meet a program's specific requirements for the Site Supervisor qualifications, as well as for the types of counseling activities learners need to perform during the fieldwork experience. Review the program-specific addenda at the end of this Manual to identify any specific supervisor qualifications and direct contact hour details.

All fieldwork requirements must be reviewed in advance with any potential Site Supervisor. We expect that sites will provide a sufficient number of clients (or, in School Counseling, a sufficient number of students and direct school counseling activities) each semester. Remember that all "Direct Contact Hours" must be completed as in-person, face-to-face hours (and not done via phone, email, Skype, internet counseling etc.).

Learners 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 site and/or site supervisor and not by the learner. Materials must include a clear statement about the learner's status as a fieldwork student who is under supervision and should also include the name of the Site Supervisor. Additionally, learners should also consult their state regulations that pertain to advertising of counseling services performed by pre-degree and pre-licensed individuals.

When presenting themselves to the public as someone who is providing counseling services, learners must never use the word "professional" (as in "pre-licensed professional"). They should always include the word "student" to describe themselves and also check with their state regulations for other appropriate wording to be used during the fieldwork practicum and internship experience (e.g., "trainee" vs. "intern").

If a learner in fieldwork develops any materials that will be viewed by the public about his/her availability for providing counseling services, these materials must be submitted to the faculty supervisor for review prior to it being released/distributed.

It is expected that the fieldwork site will provide adequate space for learners to meet with clients. Learners 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 learner while working with clients outside of the agency; the fieldwork faculty supervisor must be consulted about these arrangements in advance.

Site Supervisors must not have any dual relationships (e.g., family member or friend; employer; current or past therapist; etc.) with learners; or any conflicts of interest that may arise when supervising a fieldwork intern. If learners or potential supervisors have any questions about this, please reach out to the Fieldwork Coordinator.

Affiliation Agreements and Memos of Understanding (MOUs)

Learners are responsible for determining if any additional documents or contracts beyond the basic Fieldwork Placement Agreement located in the supervisor's section of the Fieldwork Application are required by a potential site. Some sites require a separate and formal Affiliation Agreement or MOU (Memo of Understanding). Frequently, potential site supervisors may not have all the information that is required by their agency or school district. Learners should contact the agency director, HR 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, Memo 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 learners, 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 the supervisors to fill out their own sections of the fieldwork application until the Affiliation Agreement or MOU has been completed, which may delay submission of the application to WCSU past the deadline. The fieldwork application cannot be approved until we have a fully-signed agreement in place, which may delay the learner's fieldwork start date.

Although we have been successful in developing Affiliation Agreements and MOU with many fieldwork sites, in some cases we are not able to reach a mutually-agreeable contract and once we determine this, the learner 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, Memo of Understanding (MOU) or other contract must be in place with Western Connecticut State University, the learner must contact the Fieldwork Coordinator well in advance to discuss the steps to initiate this process.

Learners 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, his/her email address and phone number, the learner's proposed start and end dates for being at this site, and whether the learner is an employee of the site. Once learners have provided this information to their Fieldwork Coordinator, contact will be made with your site to initiate the process for the Affiliation Agreement.

WCSU Career Resources

The Career Center offers a wealth of information and resources to assist learners in locating a practicum or internship site. Click on the "Job Search Tools" link to locate resources about resumes, cover letters, locating fieldwork sites, creating portfolios, and preparing for interviews.

Background Checks

Learners may be required to pass fingerprint and/or background checks by a potential fieldwork site. Some sites require disclosures about prior convictions and completion of background checks before receiving final approval from the site to start placement. Learners 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.

Some incidents that learners list on disclosure forms, or that emerge during background checks, may make the learner ineligible for working in certain types of agencies/institutions, or working as a counselor/counselor trainee. The results of background checks may also prohibit a learner from obtaining licensure and/or certification as a counselor.

In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions.

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

WCSU Fingerprinting Policy

Fingerprinting (Subject to change pending CT regulation) The State of Connecticut requires that any person who observes in a public school as part of a teacher preparation program may be required to submit to a state and national criminal history record check within the first 30 days of the date of the first observation. This includes students training to be school counselors.

The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau Educator Standards and Certification.

Completing Fieldwork at Place of Employment

In some cases, learners 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:

- Learners 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 be beyond learners' current competencies and skills. Learners who use their place of employment for field work must document what they will do differently to foster professional growth.
- Conflicts of interest or dual relationships that are created by the learner being both a fieldwork student and a paid employee at the site must be documented and addressed by the learner and both the field and site supervisors.
- Ideally, 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 learner's evaluation as an employee at the site. For example, a site supervisor who is the manager of the learner's own employment supervisor would constitute a dual relationship, as would a site supervisor who is also the owner of the business where the learner is employed.
- The proposed fieldwork counseling 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

Learners may need to change a site or supervisor during the fieldwork experience. There are also some occasions when learners may need to add a second site and 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 learner is not receiving enough hours at this site to meet his/her program requirements.

If a new or additional site or supervisor is needed, learners should consult with their Fieldwork Faculty Supervisor to discuss this process. All new sites and supervisors must be approved in advance by the Fieldwork Coordinator.

To initiate the process for getting a new site and/or supervisor approved, learners must submit a new fieldwork agreement.

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, learners cannot collect hours at any site or under any supervisor until they have received the approved written confirmation from the Fieldwork Coordinator. Once the site/supervisor is approved, learners must present the approval letter and contact information for the new Supervisor to their Fieldwork Faculty Instructor.

It is the learner's responsibility to notify his/her Fieldwork 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, learners should be aware of the following:

- Learners are expected to participate in face-to-face individual or triadic supervision with their approved site supervisor every week they are working at each fieldwork site.
- Learners will submit hours for each site for approval by each approved site supervisor who worked with the learner that week.
- The learner 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 and the site supervisors.

Accommodations for Learners with Disabilities

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

The [AccessAbility Services Office](#) is available to discuss learners' specific needs and explore options in collaboration with site supervisors. Learners should initiate discussions regarding their needs prior to the start of a practicum/internship or as soon as possible after a need is identified.

State Licensure or Certification Requirements

The State Department of Connecticut, Department of Public Health, accepts applications for licensure as a Professional Counselor.

Students in the school counseling program may apply for Connecticut certification as a school counselor, grades K-12, under the Initial Educator's Certificate. The student must request an application for certification from the Program Coordinator or University's Certification Officer. The completed application is then returned to the Certification Officer. Once processed, the application is sent back to the student who must send it to the SDE, along with the required fee. Students who want to be certified in New York State must contact the New York State Education Department in Albany for information about requirements and procedures.

See the following table for state licensure and certification requirements.

Connecticut

New York State

Clinical Mental Health License

- 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).
- At least 42 of the graduate credits must be an earned a master’s degree from a regionally accredited institution with a major deemed to be in professional counseling by the NBCC.
- Acquisition of three thousand (3000) hours of post graduate degree supervised experience in professional counseling performed over a period of not less than one year, that included a minimum of one hundred (100) hours of direct supervision by a Connecticut licensed mental health professional.
- Successful completion of the National Counselor Examination or the National Clinical Mental Health Counselor Exam for Licensure and Certification (NCE).
- Contact CT Department of Health for more information <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing-Requirements>

- 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).
- 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.
- 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.
- Pass the "National Clinical Mental Health Counselor Examination (NCMHCE)," administered by the National Board for Certified Counselors (NBCC). The National Counselor Examination (NCE) from NBCC is not acceptable for licensure
- Contact NYS Office of Professions for more information <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>

School Counseling Certification

- Institutional recommendation based on completion of a state-approved certification program specific to school counseling at a regionally accredited college or university
- Master's degree
- 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.
- 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 (600 hour- 700 hour for non-certified candidates) supervised school counseling internship
- Evidence of a progression of supervised laboratory and practicum experiences in school counseling
- A 36 clock hour course in special education to include study in understanding the growth and development of exceptional children including children who are handicapped, gifted and talented, or who may require special education. Course must address methods for identifying, planning for and working effectively with special-needs children in the regular classroom.
- Contact the CT State Department of Education for more information <https://portal.ct.gov/SDE/Certification/Special-Services-Endorsements>

- Use Individual Evaluation Pathway Review
- Minimum of 18 semester hours of graduate coursework from an approved program in the state where you are studying to obtain Provisional School Counseling certificate.
- Minimum of 36 semester hours of graduate coursework from an approved program in the state where you are studying to obtain Permanent School Counseling certificate for individuals never having held the provisional & 60 credit masters.
- Coursework must fall in four categories prescribed by state (maximum of 6 semester hours in each area) and Clinical Coursework (Western’s program cover the required areas).
Becoming a Certified K-12 School Counselor
Working as a Certified K-12 School Counselor
K-12 Student Growth, Development & Learning
Preparing the K-12 Student for College & Career
- College supervised 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 for the certificate in question. If the internship carries college credit, such credit will apply toward graduate study requirements.
- Completion of 3 NYS sponsored workshops (Child Abuse Identification, School Violence Intervention & Prevention, Dignity For All Students Act)
- Fingerprint Clearance
- Please see NY State Department of Education website for information: <http://www.highered.nysed.gov/tcert/certificate/examplecoursewk-schoolcounseling.html>

Proof of Insurance

Learners will need to provide proof of professional liability insurance coverage with their fieldwork application materials and will need to maintain a current policy throughout the fieldwork experience. Insurance coverage must be obtained through a professional counseling association and should cover the learner's work being done within the capacity of a fieldwork student.

Learners should become a student member of their National Counseling Association (ACA or ASCA depending on the learner's specific program) as part of their professional identify development; most professional associations offer coverage at little or no costs as part of this student membership. It is important for learners to verify that the coverage provided by their professional organization meets the limits required by their fieldwork site.

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

In addition to the learners' 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.

PROFESSIONAL CONDUCT

Learners are representatives of Western Connecticut State University during fieldwork and should conduct all activities in a professional and ethical manner. Fieldwork learners must adhere to the rules, policies, regulations, requirements and standards of Western Connecticut State University, the professional counseling association(s), and the fieldwork site.

Learners 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 learners in the WCSU program. Adherence to learners' program specialization codes of ethics is also expected (e.g., ACA, AAMFT, ASCA, AMHCA, NAADAC, ACES).

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

Learners Who Are Asked to Leave a Fieldwork Site

When a learner is asked to leave a fieldwork site for any reason, the learner's Faculty Supervisor will notify his/her program coordinator within two business days to discuss the circumstances under which the learner was dismissed from the site. The fieldwork faculty supervisor will gather information regarding the dismissal from the learner, the site supervisor, and other parties of interest (e.g. agency director) to present to the program coordinator.

Upon review of the documentation presented, the program coordinator and faculty instructor 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 fieldwork Faculty Supervisor and Chair will follow the Fitness to Practice policies outlined in the Program Handbook.

In most cases, learners will meet with the faculty and review the Fitness to Practice policies.

For further information, please review on Campus the WCSU policies that pertain to Learner Code of Conduct, Discrimination, Harassment and Assault, Drugs and Alcohol, and Nondiscrimination.

Failing a Fieldwork Course

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

Learners 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, learners 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. School counseling interns must stay at their site until the end of the school year. Clinical interns must remain at their site during intersessions and other breaks, as it is unethical to discontinue care.

Whenever learners must leave sites before the stated end date on their formal Placement Agreement due to an unexpected situation, they must do so in a professional manner. Learners should consult with their fieldwork 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.

Learners who leave their fieldwork sites before the last week of the semester without receiving permission in advance from the Site Supervisor, faculty supervisor, and Program Chair will not receive a passing grade in the course and will be referred to the CPPS FRP committee for review before being permitted to retake the course.

Learners are expected to be at their sites the entire semester. Learners 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 Fieldwork Faculty Supervisor.

Absences from the fieldwork site for more than two weeks in any semester will result in the learner not receiving a passing grade for the semester. Exceptions should be discussed in advanced with the Faculty Supervisor.

If an extreme and unanticipated situation results in a learner 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 learner should reach out to his/her fieldwork faculty supervisor to discuss the situation and how it should be addressed. The fieldwork faculty supervisor will consult with the Site Supervisor and the Program Chair about the situation.

Learners must attend the weekly Group Supervision meeting with their fieldwork faculty supervisor even if they have not been present at the fieldwork site during that week.

FIELDWORK ACTIVITIES

The fieldwork experience includes the following activities:

Direct Contact Hours

Learners develop counseling and consultation skills as they engage in the many facets of the fieldwork experiences. These experiences include direct face-to-face in-person counseling and co-counseling of individuals, families and/or couples; learners also engage in facilitating or co-facilitation groups.

Learners will be assigned clients/students by their site supervisors to support this skill

development. Other direct contact activities may vary by program (e.g., School Counseling learners 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 live, face-to-face setting during a scheduled counseling appointment or scheduled group counseling session where the learner and the client(s)/student(s) are in the same room at the same time, and the learner is interacting with the client in the role of counselor or co-counselor during the session. Please review program-specific fieldwork regarding direct contact activities located in the Addenda.

Learners must obtain the minimum number of direct contact hours required by the last day of each semester. It will be important for learners to work with their Site Supervisors 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.

Non-direct contact hours

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 learner's gaining of knowledge and skills used at the fieldwork site. Questions about activities that qualify for non-direct contact hours should be brought to the site supervisor and fieldwork faculty supervisor. Examples of non-direct activities include:

- Review client/student records and participate in operational activities (perform record audits, schedule appointments, etc.) that support the learner's work with his/her clients/students at the site.
- Review site audio/video library and materials relevant to the learner's fieldwork activities while on site.
- Participate in staff meetings, trainings and in-service programs at the site.
- Develop counseling initiatives or projects based on needs identified by the site.
- Implement counseling initiatives under supervision; participate in research being conducted at the site.
- Prepare materials for classroom guidance activities.
- Attend agency or school-based meetings relevant to providing services for clients (e.g., 504 meetings, IEP meetings).
- Participate in other activities at the site such as report writing, consultation, and program evaluation that are directly related to the learner's role as a fieldwork student.

Recording of counseling sessions/Live supervision

Learners are strongly encouraged to record some of their counseling sessions to be used as part of the learning process for tape review during individual supervision meetings at the site. If the site doesn't allow recording, live supervision must be provided by the site supervisor and documented by the learner.

Learners must obtain written permission in advance from the client(s) or student(s) they will be taping, and must also obtain written permission from the fieldwork site. The signed documents must be submitted to the fieldwork faculty supervisor before any taping can occur. Some sites may also have their own forms that need to be in place when taping counseling sessions.

Learners are required to abide by WCSU's guidelines when recording, storing, transporting and destroying any client materials. All taped materials must be made on a device that is secured when not being used to recording or listening to the taped sessions. Recordings of

client sessions may not be made on learners' cell phones or tablets. All client materials, whether written or taped, must protect client confidentiality and privacy, and must be handled according to WCSU policy noted in the Confidentiality Statements that learners sign and submit as part of the clinical folder each semester during fieldwork.

If a fieldwork site cannot provide an opportunity for a learner to record at least one counseling session each semester to be used in review by the on-site supervisor, the site must provide some live supervision of the learners' work with clients each semester, either by the supervisor sitting in the room during sessions or observing through a two-way mirror.

There are no exceptions to this policy. The Site Supervisor must acknowledge on the Fieldwork Application that either taping of sessions, or live supervision of sessions, will be provided. Learners are responsible for notifying their WCSU faculty supervisor if the site is not providing opportunities to tape or live supervision during each semester.

Participation in individual/triadic supervisory meetings on site

Learners are expected to participate in face-to-face individual (one supervisor and one learner) or triadic (one supervisor and two learners) 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 learner must notify his/her WCSU fieldwork faculty supervisor immediately.

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

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

Please note that an average of one hour per week is required; however, a total of 15 hours accumulated during each semester must be completed to meet each semester's requirement.

Learners should continue to see clients/students during the semester breaks and must meet with their approved on-site supervisor each week of the break.

Practicum learners 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.

Fieldwork Site Hours

- 100 Hours Practicum (40 direct, 60 indirect, minimum 15 hours site supervision)
- 600 Hours Internship (700 for learners who are not certified teachers- 240 direct hours minimum 30 hours site supervision)

Group Supervision

Attendance of weekly group supervision meetings with the fieldwork faculty supervisor is a requirement of all fieldwork courses.

It is the responsibility of learners 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 internship hours completed at the fieldwork site.

Site Supervisor Evaluation

The learner is evaluated by the approved site supervisor on his or her progress toward mastery of the skills and practice standards as assessed in the Site Supervisor Evaluation of Learner. The learner should take a paper copy of the site supervisor evaluation to his/her site supervisor early in the semester for discussion about the activities the learner will engage in to practice and demonstrate each of the required competencies. All competencies must be evaluated by the Site Supervisor; the supervisor cannot enter "did not observe" or "not applicable" on the form. Learners should ensure with their site supervisors that they will have opportunities to demonstrate each skill during the semester.

The learner is responsible for ensuring that the site supervisor has completed and submitted the Site Supervisor Evaluation of Learner to LiveText before the last day of class; the submitted Site Supervisor evaluation is required for passing the class and the learner will not receive a passing grade in the course if this document is not submitted on time. It is recommended that the learner 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 learner's specific fieldwork course within the system.

Learner Evaluation of Fieldwork Experience

Learners complete an online "Evaluation of Fieldwork Experience" survey at the end of each semester in LiveText. Site Supervisors do not have access to the completed surveys. This survey must be completed by the learner to receive a passing grade in the course.

Learner Responsibilities at the Fieldwork Site

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

- Actively participate in the learning process to become increasingly skillful in delivering counseling services.
- Perform all activities in consonance with the profession's values and in an ethical manner; demonstrate responsibility and professionalism by completing all agreed upon tasks.
- Collaborate with the site supervisor in formulating learning activities to meet the counseling proficiencies during the time spent at the site.
- Systematically pursue each learning objective and meet deadlines in all activities and tasks assigned by the site supervisor.
- Develop professional self-reflective skills through the review of fieldwork experiences with the site supervisor.
- Review recordings of counseling sessions with the site supervisor or engage in live supervisor of counseling sessions each semester of fieldwork.
- Attend weekly individual or triadic face-to-face supervision hours with the site supervisor.
- Complete all documentation and evaluation requirements, in a timely manner.

Safety Issues

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

Learners 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 learner is required to do client home visits as part of his/her fieldwork experience, the learner should not be sent alone to any client's home until the Site Supervisor has also visited this environment and determined that it is appropriate and safe for the learner. It is strongly recommended that the first few home visits are done with both the learner and the Site Supervisor or another qualified staff member in attendance. If a learner is conducting a home visit alone, the Site Supervisor must be available to the learner during the entire home visit by phone or pager in case a consultation is required. Learners who feel uncomfortable with any aspects of doing home visits should speak immediately with the WCSU faculty instructor.

Please review the program-specific Addenda for other details.

THE COUNSELOR EDUCATION PRACTICUM

The Practicum is the first step into professional fieldwork (for programs other than Addiction Studies and Counselor Education and Supervision) that enables learners to interact in a helping relationship with children, adolescents, individuals, couples, families, and/or groups in approved agencies or schools.

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

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

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.

Practicum Course Requirements

- Student complete 100 clock hours at the site to meet the requirements of Practicum.
- Direct service hours involve "face-to-face interaction with clients which includes the application of counseling, consultation, or human development skills." Ten (10)

- of the forty (40) direct hours must consist of group counseling.
- Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients to be completed by the site supervisor.
- One hour per week of individual and/or triadic supervision throughout the practicum provided by a program faculty member, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. e. The student meets for a minimum of one (1) hour per week for individual or triadic supervision and a minimum of one and one-half (½) hours per week of group supervision with other students.
- f. Formative Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal Summative Evaluation after the student completes the practicum.

Practicum Supervision

Practicum represents the first opportunity for the student to engage in direct service with "real" clients. The school site supervisor must be a certified school counselor with a minimum of two (2) years of professional experience. The CMHC site supervisor must have a minimum of a master's degree in counseling or a closely related field and appropriate certification and/or licenses as well as a minimum of two (2) years of pertinent experience. All site supervisors must have documented training in counselor supervision. Supervisors who do have documented training in counselor supervision must take the online training provided by WCSU's Counselor Education Program and pass a quiz with a minimum of 80%. The faculty assumes primary responsibility for the student's supervision. The site supervisor is asked to:

- Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients.
- Help orient the student to the site.
- Provide appropriate space for the student to meet with clients.
- Monitor the practicum generally in order to determine that the student's needs and to ensure that the clients' needs are being met.
- Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
- Be available to the student in case of emergency.
- Provide 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.)
- Observe the student in situ to provide feedback as needed.
-

Completing Practicum Requirements

To successfully complete the practicum, learners 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. Learners must be rated minimally at developing on the candidate evaluation tool submitted by the site supervisor to receive a passing grade.

Learners are responsible for tracking the hours they are accumulating to be sure they are progressing towards meeting the 100-hour requirement by the last day of the course. If the learner discovers that he/she will have fewer than the required number of practicum hours,

the learner should consult with the Site 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 site. Any new site or site supervisor will need to be approved by the Fieldwork Coordinator before work can commence at that site; this process can take 10 business days or longer.

Practicum is a semester long experience. Learners who are absent from the practicum site for more than one week due to an extended illness or any other urgent and unexpected situation will need to contact their site supervisor and faculty supervisor to determine if they will be able to meet all the practicum requirements successfully for passing the course.

Learners who are absent from their site for more than 2 weeks will not meet the requirements for passing Practicum and will need to repeat the course. Exceptions should be discussed in advanced with the Faculty Supervisor.

If a learner needs to separate from a site for unanticipated reasons (the site closes, natural disaster, relocation due to military orders, etc.) the learner will need to locate a new Practicum site in consultation with the Fieldwork Coordinator. If a learner's Faculty Site Supervisor is unable to continue providing regular weekly supervision during the Practicum experience, a new site supervisor will need to be approved. All sites and supervisors need to be approved in writing by the Fieldwork Coordinator before hours can be counted. If a new site or supervisor cannot be approved in time for the learner to complete all Practicum hours by the last day of class, the learner will need to take Practicum again.

Practicum learners should discuss with their fieldwork Site Supervisors any arrangements that need to be made for the continuity of care of their clients during the semester break between Practicum and Internship I. Practicum learners may continue to see clients at their sites during the semester break between practicum and internship with the written approval of their site provided the following conditions are met:

1. Learner continues to receive weekly supervision at the fieldwork site
2. The site understands the learner will not be covered by the WCSU liability coverage, will not be registered in a fieldwork course, and will not have access to a WCSU faculty instructor or group supervision during the weeks of the semester break. Learners should contact their own liability coverage carrier to determine if it is in effect during the semester break between Practicum and Internship I.

Practicum learners should notify the fieldwork faculty instructor by Week 8 of the semester if they intend to work at their site during the semester break and verify that they have discussed these arrangements with their site and supervisor. The Site Supervisor must acknowledge that he/she understands all conditions that are in place when Practicum learners work at their sites during the semester break.

Please note that even though a learner may continue to work at the fieldwork site between Practicum and Internship, these hours cannot be counted towards the Practicum experience or towards the Internship experience. No hours can be collected for Internship until the first day of the of the Internship course (EPY 612 for school or EPY 614 for clinical mental health).

THE COUNSELOR EDUCATION INTERNSHIP

Following successful completion of the counseling Practicum, learners must complete a counseling Internship either in a school counseling or in a clinical mental health counseling facility. This internship is a two semester, full-time commitment for those learners who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For all others, the Internship will be completed in one or two semesters (see master's Credit Hours for Clinical Instruction for details).

Internship Course Requirements

There are requirements for Internship that are necessary to consider in identifying an appropriate site.

- The student must commit 600 (700 for school certification candidates in Connecticut who are not certified teachers with 3 years of experience) clock hours to the site to meet the requirement of Internship.
- Of these 600 (or 700) hours, 240 must be direct service hours. Direct service hours involve "face-to-face" interaction with clients which includes the application of counseling, consultation, or human development skills." Revised Summer 2019 20
- If the site does not allow the intern to audiotape (or videotape) direct service hours for the purposes of supervision, learners will be observed at the site. The site (School or CMHC) must provide supervision by a counselor or clinician acceptable to the counseling program. The identified site supervisor must be a certified school counselor or, in the case of a CMHC setting, hold a minimum of a master's degree in the program emphasis area and possess appropriate certification or licenses. In addition, the site supervisor must have a minimum of two (2) years of experience as a counselor.
- The site must permit the 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.
- The student must meet for a minimum of one and one-half (1 ½) hours per week for group supervision with the program faculty supervisor throughout the internship.

Supervision

All site supervisors must have documented training in supervision. The site supervisor is the primary supervisor for the student intern and must commit to a minimum of one (1) hour weekly of individual supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities. This site supervisor will be asked to provide the counseling program with evaluations of the student intern's overall performance and professionalism during the Internship. Supervision also takes place on campus with a faculty supervisor on a weekly basis. Group supervision for one and one-half hours (1 ½) includes peer feedback.

Please review other program-specific requirements for Internship located in the Addenda.

PREPARING FOR FIELDWORK

Prerequisites for Fieldwork

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

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

FIELDWORK APPLICATION PROCESS

Learners in the WCSU Counselor Education Program typically begin fieldwork in the second year. Learners in the school counseling track take Practicum in the spring of the second year and learners in the Clinical Mental Health track begin Practicum in the second summer. Internship is completed during the fall and spring of the third year.

- Practicum Agreements should be submitted to the Field Placement Coordinator no later than November 1 for School Counseling and April 1 for Clinical Mental Health.
- Internship Agreements are due no later than April 1 for School Counseling and July 1 for Clinical Mental Health.
- Learners may not begin collecting hours until the Site Supervisor has been approved.

LICENSURE/CERTIFICATION VERIFICATION REQUESTS

Clinical Mental Health

The Clinical Mental Health Program Coordinator is responsible for complete any requests for licensure verification for learners seeking to be licensed mental health counselors. Learners should submit an application for licensure to the Department of Health and Human Services in Connecticut, or to the corresponding office in the state the learner desires certification. Applications may be submitted upon completion of all requirements for the master's degree in Counselor Education, Mental Health track.

School Counseling

The Associate Dean of the School of Professional Studies, who serves as the University Certification Officer, is responsible for assisting with the initial application and verifying requests for certification with the Connecticut State Department of Education. Students seeking certification in New York must apply directly to the New York State Department of Education. Once the application has been submitted, any program verification requests should be sent to the Associate Dean of the School of Professional Studies. Applications may be submitted upon completion of all requirements for the master's degree in Counselor Education, School Counseling track or upon completion of certification only requirements for those students who already hold a master's degree in education or clinical mental health and do not wish to seek an additional degree.

CREDENTIALING

National Certified Counselor Credential

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.

Western Connecticut State University offers a special administration of the NCE once in the spring and once in the fall, on campus. This special administration is open to students enrolled in a CACREP-accredited master's degree program who graduate either the semester they get their degree, or the semester right after they have earned their degree. This enables students to be Nationally Certified Counselors at the same time they are earning their M. S. degree in Counselor Education. The NCE is also one of the requirements for licensure in Connecticut.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM ADDENDUM

The information below includes specific requirements for fieldwork learners enrolled in the Clinical Mental Health Counseling Program.

If you have any questions, please contact the Counseling Program Fieldwork Coordinator.

Licensure Regulations Pertaining to Fieldwork Sites

Learners should review all licensure regulations and requirements that pertain to the pre-degree fieldwork experience via their state licensure websites. Download and review the actual application you will be submitting for licensure.

	Connecticut	New York State
Clinical Mental Health License	<ul style="list-style-type: none"> • 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). • At least 42 of the graduate credits must be an earned a master’s degree from a regionally accredited institution with a major deemed to be in professional counseling by the NBCC. • Acquisition of three thousand (3000) hours of post graduate degree supervised experience in professional counseling performed over a period of not less than one year, that included a minimum of one hundred (100) hours of direct supervision by a Connecticut licensed mental health professional. • Successful completion of the National Counselor Examination or the National Clinical Mental Health Counselor Exam for Licensure and Certification (NCE). • Contact CT Department of Health for more information https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing-Requirements 	<ul style="list-style-type: none"> • 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). • 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. • 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. • Pass the "National Clinical Mental Health Counselor Examination (NCMHCE)," administered by the National Board for Certified Counselors (NBCC). The National Counselor Examination (NCE) from NBCC is not acceptable for licensure • Contact NYS Office of Professions for more information http://www.op.nysed.gov/prof/mhp/mhclhc.htm

Some specific regulations per fieldwork requirements in certain states are noted below:

New York Mental Health Counseling learners

WCSU meets requirements from the New York State Department of Education, Office of the Professions to allow learners to complete practicum and internships in New York at a authorized site. You can complete your practicum and internship at a site in New York, provided that it complies with the Corporate Practice law, holds a corporate waiver or is exempt.

Corporate Practice Law

Based on our understanding of New York law and regulations, there are limitations on what type of corporations can provide professional services, including therapy and counseling. Not all business structures may legally provide professional services in New York.

Any licensed professional may set up a professional service corporation (PC), a professional service limited liability company (PLLC) or a registered limited liability partnership (LLP) if they want to be incorporated. Other corporate entities are prohibited from providing professional services under New York law. But, the law includes a "waiver" that is available to non-profit, religious and education corporations. There are a very limited number of incorporated entities that do not require a waiver, but are exempt from the law (for

example institutions of higher education or entity with operating certificate under Public Health Law). For a full listing see <http://www.op.nysed.gov/waiver-corporate-practice.htm>.

Private practices (that are not incorporated) and individual licensed professionals would not be subject to this law or waiver requirement.

Next Steps and Additional Information

You should ask any potential site to provide information about incorporation and waiver status. If an incorporated provider is providing services without a waiver or exemption, they could be breaking New York law. WCSU may ask for information from your site about compliance with New York law as part of the fieldwork application process.

More information about professional service corporations can be found at <http://www.op.nysed.gov/corp/>.

More information about the Corporate Practice law can be found at <http://www.op.nysed.gov/waiver-corporate-practice.htm>.

Fieldwork Site Counseling Activities for Clinical Mental Health Counseling Program Learners

There are a number of sites available to you that would be appropriate for gaining the types of experiences relevant to the profession of mental health counseling. You will need to be able to work with clients in the role of a counselor during in-person face-to-face counseling sessions for a specific number of hours every semester to develop and demonstrate the required competencies for fieldwork. Phone counseling and internet or email counseling does not count as a direct client contact. Observation of counseling sessions where you are not interacting directly with the client(s) also 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 that they will be able to provide you with these types of counseling experiences.

Even though group counseling sessions count as direct contact hours, you cannot complete all your fieldwork experience by only doing group counseling; you will need to make plans with your site to accumulate sufficient experiences working in counseling sessions with individuals, couples and/or families to demonstrate the specific counseling competencies that will be evaluated by your faculty instructor and site supervisor. Please review the competencies listed on the Site Supervisor Evaluation with your supervisor so you can plan your fieldwork experience accordingly.

If you have any questions about the types of activities and experiences that can be counted during fieldwork, please contact the 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 Fieldwork Coordinator if you are considering a site that is not included in this list to ensure it will meet the requirements.

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

Fieldwork completed at public or private schools

Learners in the Clinical Mental Health Counseling program can use a school site if it meets all the requirements for a fieldwork site. Clinical work done in schools is rare and may only be approved by the program coordinator.

Site Supervisor License Requirements

Your site supervisor needs to have a current state license to practice therapy independently (without needing supervision him/herself); 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 Mental Health Counselor, Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, and Licensed Psychologist. Your site supervisor's license must also provide for the ability to independently supervise pre-licensed

and pre-degree fieldwork students in Mental Health Counseling programs. Generally, an “Associate” license in most states will not satisfy these requirements. Two years of professional experience working 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 he/she also was a therapist holding one of the licenses listed above. Learners need to review their licensure regulations and requirements carefully regarding site supervision and also consult with the Clinical Mental Health track Coordinator if they have any questions about whether a proposed supervisor’s license will meet program requirements.

In general, due to the very different training they receive, psychiatrists are not usually eligible to be site supervisors unless they are providing psychotherapy as a regular part of their practice (and not just doing medication evaluations) and have at least two years of experience working in the area of mental health counseling. Please check with the Fieldwork Coordinator if you are unsure about the license/certificate your potential site supervisor holds.

Off-site Fieldwork Supervisors

If a fieldwork site cannot provide a licensed therapist who meets all requirements to become an approved site supervisor, an off-site supervisor may be obtained. To proceed with having an off-site supervisor, a written agreement must be established between the fieldwork placement and the offsite supervisor clarifying the role and responsibilities of the off-site supervisor including processes for addressing client emergencies and urgent situations that arise with clients at the fieldwork site. It is assumed that the off-site supervisor will maintain sufficient contact with the fieldwork site to determine if the learner is behaving in a professional manner and fulfilling all his/her responsibilities at the site.

The supervisor will complete all required forms and documents. Once approved, the off-site supervisor will assume all responsibilities and fieldwork tasks, such as signing the weekly time logs and completing the semester evaluation. Any costs for the offsite supervisor will be the responsibility of the intern. If payment by the intern is prohibited by the intern’s state laws or regulations, then the responsibility of any payment to the offsite supervisor must be made by the fieldwork site.

Required hours for CMH Practicum**100 required hours to be completed by the last day of Practicum include:**

- 40 hours (minimum) of direct counseling service in face-to-face in-person counseling activities at the fieldwork site. 10 hours of direct services must be facilitating groups.
- 60 hours (minimum) of indirect services. This includes observing, notetaking, billing, and other required tasks that do not involve direct client work.
- A minimum of 1 hour per week of onsite face-to-face individual/triadic supervision with approved site supervisor.

In addition to these 100 on-site hours, the learner will attend supervision on campus with a WCSU instructor.

Required Hours for CMH Internship**600 required hours to be completed during Internship include:**

- 240 hours (minimum) of direct counseling service in face-to-face counseling activities at the fieldwork site.
- A minimum of 1 hour per week of onsite face-to-face individual/triadic supervision with the approved site supervisor
- Non-direct counseling activities completed at the fieldwork site. The remainder of the hours (360) required to meet the 600 total hours (minimum) are indirect counseling.
- 10 hours of leading/co-leading a group counseling experience must be completed by the end of internship (see below).

In addition to these 600 on-site hours, 15 hours of group supervision attendance must be completed during each semester of internship with faculty supervisor.

Group Counseling Requirement

Learners must document 10 hours of supervised experience in leading or co-leading groups while enrolled in Practicum and/or Internship. The hours can be split across different semesters of fieldwork during internship.

Here are some guidelines to help plan for this experience:

- A group needs to include at least three clients who meet a minimum of three times. The group can be therapeutic or psychoeducational in focus.
- Family members meeting for family counseling does not constitute a “group” and does not meet group counseling hours.
- The intern can serve as a leader or as a co-leader.
- 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 if the current site supervisor agrees to accept full responsibility for monitoring and supervising the group experience and this arrangement is acceptable to the other site.
- If these arrangements cannot be made, then the learner will need to locate an additional site and supervisor for the group counseling experience. The additional site and supervisor will need to be approved by the Fieldwork Coordinator before any group counseling takes place.

Guidelines for Non-Direct Hours in Fieldwork

As part of the requirements for Practicum and Internship, learners can count activities not directly related to the direct counseling of clients in their weekly hourly logs. These “non-direct hours” include the variety of experiences that learners might engage in during fieldwork to support the development of skills and knowledge needed to work effectively within their current fieldwork setting. Non-direct hours are completed at the fieldwork site. Examples of non-direct hours include:

- Writing case notes, assessments, treatment plans and other clinical documentation
- Completing other paper work related to the learner’s work with his/her clients
- Making and receiving telephone calls related to the learner’s clients
- Attending agency staff meetings
- Readings, videos or podcasts assigned by the site supervisor and completed on site
- Attending on-site group supervision
- Researching efficacious treatment approaches for specific clients seen at the fieldwork setting
- Attending on-site staff development or in-service workshops
- Attending off-site trainings, workshops or conferences approved in advance by the site supervisor that are related to obtaining the knowledge and skills needed for providing services at the current site or that address professional development areas related to working at the current site.

Examples of activities that would not be considered as non-direct hours are:

- Professional readings that are for the learner’s personal interest
 - Comprehensive and/or extensive specialized trainings that are designed to prepare the learner for practice or certification in a specific area not required by the site
 - Driving to and from the site
 - Activities related to the WCSU fieldwork course room
 - Reading, listening to podcasts or viewing videotapes offsite or at home
 - Waiting for clients, site supervisors or other appointments to begin
- Tasks at the site that are not part of the professional responsibilities of counselors and are unrelated to the learner’s work with his/her clients (e.g., general clerical work; housekeeping tasks; staff parties, etc.).

Site supervisors will work with learners to determine what activities can be listed on their time logs as the non-direct hours completed at their fieldwork sites. Fieldwork faculty will review all time logs and may request additional information to determine if a listed activity qualifies for non-direct hours within the WCSU fieldwork experience. Learners must provide explanation and/or documentation to Fieldwork Faculty when requested. If you have questions about a specific activity, please contact your fieldwork faculty member for clarification.

Safety Issues

It is important that learners feel safe at their fieldwork sites and are not asked to participate in any activities where they feel at risk or uncomfortable. Learners should not work alone at a fieldwork site or meet with any clients at an off-site location unless this has been discussed well in advance with the Site Supervisor and the Fieldwork Faculty instructor.

Learners are never allowed to transport any 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 company vehicles as part of the fieldwork experience, please inform the Fieldwork Coordinator during the fieldwork application process and/or discuss this situation with your fieldwork faculty instructor.

In addition to the information included in the CMH Addendum, please be sure to review all information and requirements noted in the general section of this Fieldwork Manual.

SCHOOL COUNSELING PROGRAM ADDENDUM

The information below includes specific requirements for fieldwork learners enrolled in the School Counseling Program. Please review all materials in the general section of the WCSU Fieldwork Manual as well as the WCSU Counselor Education Student Handbook.

REQUIREMENTS FOR SCHOOL COUNSELING SITE SUPERVISORS

- Connecticut require that the supervisor is to be a licensed/credentialed School Counselor.
- Minimum: 2 years school counseling experience.
- Resume or proof of employment as school counselor and proof of current credential/license must be provided.
- Evidence of training or education in supervision of counselors is required. If the supervisor has not had training or education in counseling supervision, they must arrange to complete this prior to the learner's application approval.
 - WCSU provides potential Site Supervisors of learners in the School Counseling program a free counseling supervision training module. If your supervisor is interested in this, they can request more information from the School Counseling Fieldwork Coordinators.
 - Please know that documented education/training in counseling supervision is a requirement for all Site Supervisors. Previous supervision of interns does not meet this requirement, nor does holding a degree and/or license in educational leadership (i.e., school administrator/principal) unless the coursework/training specifically included training in the supervision of counselors.
 - In some cases, the school district provides professional development/training related to the supervision of school counseling interns. This would be acceptable, provided there is documentation to support this training.
 - Valid documentation of counseling supervision training includes, but is not limited to, a certificate of attendance/completion, transcript, meeting agenda, or email verifying the content of the training from a district supervisor. Documentation must be approved by the fieldwork coordinator.
 - Site Supervisors will not be approved for fieldwork until this requirement is documented, which may delay approval of your fieldwork application.
- Cannot have a dual relationship with the intern; cannot be or have been the intern's own counselor for at least 7 years. There may be exceptions to this if you are completing your fieldwork at your place of employment. Consult with a fieldwork coordinator regarding options/expectations.
- Provide weekly supervision: one-to-one or triadic (minimum of 12 hours total/term, no less than 1 hour per week). For learners who continue to accrue hours between EPY 612 Internship and EPY 613 Internship, additional supervision of no less than 1 hour per week must be provided. Supervision is above consultation; direct review of skills and feedback on skill development is required.
- Provide adequate work space and the ability to provide direct service to students through individual and group counseling.
- Provide either opportunity for learner to audio or video tape counseling sessions with students for review with the Site Supervision OR live observation of the learner working with the student(s). The student (client) does not have to be visible in the video recording.

- If in practicum, must provide opportunity to complete teacher observations to develop an understanding of classroom management and the opportunity to develop classroom guidance lessons. In internship, provide opportunity for a minimum of 5 consecutive weeks of facilitating or co-facilitating a small group for a minimum of 10 total hours and the ability to deliver school counseling core curriculum in the classroom setting.
- Responsible for all professional practice decisions for interns' on-site cases
 - Actively collaborate bi-weekly with the intern's Faculty Supervisor and advise of questions and concerns regarding the intern and development.
 - Complete Site Supervisor Evaluation Form at the end of the semester.
 - Complete live/tape supervision feedback on intern 2-4 times/term.
 - Approve all hours completed by the intern weekly.

SCHOOL COUNSELING PRACTICUM TIMELINE

Complete by November 1st prior to the spring Practicum placement. Learners doing fieldwork at their place of employment must obtain permission from building administration by November 1st prior to the first field placement.

School Counseling learners must contact the District Office of their site to determine if any special procedures or documents are required for fieldwork placement, such as a Memorandum of Understanding (MOU) or Affiliation Agreement. If this is the case, contact the School Counseling Fieldwork Coordinators immediately for additional assistance.

Many school districts require their own, separate application for fieldwork and have additional requirements (e.g., background checks, fingerprinting). The deadline for these requirements varies among districts, but it is not uncommon for public school districts to have an early Spring deadline for a Fall placement and an early Fall deadline for a Spring placement. It is the learner's responsibility to research and meet all local school district requirements.

WCSU maintains relationships with some school districts that have separate fieldwork requirements.

SCHOOL COUNSELING SUGGESTED FIELDWORK SITES

Because school counseling credentials are issued by the State Department of Education for service in public schools, it is the responsibility of the learner to verify that non-public school placements meet the licensure requirements of the state.

- P-12 Public Schools
- Year-Round Public Schools
- Vocational Schools
- Private Schools
- Charter Schools
- Alternative Schools
- Correctional Facilities with state-recognized, accredited P-12 school programs
- Residential Treatment Centers with state-recognized, accredited P-12 school programs

Programs that exclusively serve adult learner (e.g., adult high school, GED programs) may not be approved. Further, the site should provide the fieldwork learner with the opportunity to engage in the full range of school counseling duties, including individual counseling, group counseling and presenting classroom lessons.

If you are considering completing fieldwork at any site other than a traditional public school, please reach out to your State Department of Education's Licensing/Credentialing Office to verify these hours will meet state school counseling licensure requirements. Please also contact the Fieldwork Coordinator immediately—in advance of submitting your fieldwork application.

SCHOOL COUNSELING FIELDWORK REQUIREMENTS**School Counseling Practicum: 100 total hours minimum**

- 40 clock hours of direct service minimum
- 60 clock hours of non-direct service
- 12 hours minimum (1 hour per week) of on-site supervision
- 15 hours of group supervision with faculty supervisor (not included in 100 hours)

School Counseling Internship: 700 total hours (certified teachers with three years of experience complete only 600 total hours)

- 240 clock hours of direct service hours
 - School counseling learners can also anticipate engaging in direct service contact through consultation with teachers and parents and delivery of school counseling core curriculum in classroom small group presentations..
 - 10 hours of the 240 must include group leadership with a minimum of 5 in a continuous group. Groups may be psycho-educational but cannot be strictly education training.
 - Attendance at supervision with site supervisor
- Minimum of 15 hours per semester of phone/Adobe Connect group supervision with the university faculty supervisor. This is not included in the 600 hours. Learners who collect fieldwork hours at their sites during the semester break must attend group supervision meetings with a WCSU faculty instructor during this time.
- Compliance with documentation requirements
- Use of documentation methods that reflect counseling competencies (e.g., audio and/or videotaped sessions)
- Competent use of professional resources
- Evaluation of progress and skill development
- Submission of required time logs and proficiency evaluations.

SCHOOL COUNSELING GROUP SUPERVISION MAKE-UP POLICY

Faculty supervisors have the discretion of providing additional time within their normal group supervision schedule to allow learners to make up missed hours or to offer additional make-up session. **Providing additional time is not required of the faculty; learners must make arrangements to attend every group supervision session.**

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 makeup is warranted or available.

Safety Issues

It is important that learners feel safe at their fieldwork sites and are not asked to participate in any activities where they feel at risk or uncomfortable. Learners should not work alone at a fieldwork site or meet with any clients at an off-site location unless this has been discussed well in advance with the Site Supervisor and the Fieldwork Faculty instructor.

Learners are never allowed to transport any students in their own vehicles, or be transported in a vehicle by a student/student's family. If a fieldwork site requires student transportation in the site's own company vehicles as part of the fieldwork experience, please inform the Fieldwork Coordinator during the fieldwork application process and/or discuss this situation with your fieldwork faculty instructor.

STATE CERTIFICATION REQUIREMENTS

State	Connecticut	New York
School Counseling Certification	<ul style="list-style-type: none"> • Institutional recommendation based on completion of a state-approved certification program specific to school counseling at a regionally accredited college or university • Master's degree • 30 semester hours of graduate credit in a planned program in school counseling services, including course work in each of the following areas: <ul style="list-style-type: none"> • 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. • 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 (600 hour- 700 hour for non-certified candidates) supervised school counseling internship • Evidence of a progression of supervised laboratory and practicum experiences in school counseling • A 36 clock hour course in special education to include study in understanding the growth and development of exceptional children including children who are handicapped, gifted and talented, or who may require special education. Course must address methods for identifying, planning for and working effectively with special-needs children in the regular classroom. • Contact the CT State Department of Education for more information https://portal.ct.gov/SDE/Certification/Special-Services-Endorsements 	<ul style="list-style-type: none"> • Use Individual Evaluation Pathway Review • Minimum of 18 semester hours of graduate coursework from an approved program in the state where you are studying to obtain Provisional School Counseling certificate. • Minimum of 36 semester hours of graduate coursework from an approved program in the state where you are studying to obtain Permanent School Counseling certificate for individuals never having held the provisional & 60 credit masters. • Coursework must fall in four categories prescribed by state (maximum of 6 semester hours in each area) and Clinical Coursework (Western's program cover the required areas). Becoming a Certified K-12 School Counselor Working as a Certified K-12 School Counselor K-12 Student Growth, Development & Learning Preparing the K-12 Student for College & Career • College supervised 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 for the certificate in question. If the internship carries college credit, such credit will apply toward graduate study requirements. • Completion of 3 NYS sponsored workshops (Child Abuse Identification, School Violence Intervention & Prevention, Dignity For All Students Act) • Fingerprint Clearance • Please see NY State Department of Education website for information: http://www.highered.nysed.gov/tcert/certificate/examplecorsewk-schoolcounseling.html

FORMS REQUIRED FOR FIELD PLACEMENT

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

Included here are:

- Fieldwork Site Agreement
- Clinical Folder Checklist
- Permission for recording or video-recording a client
- Candidate Evaluation of Site & Supervisor
- Weekly Log of Hours
- Summary of Semester Hours
- Template for Case Notes
- Statement of Confidentiality
- Site Supervisor Evaluation (to be completed in LiveText)

Contracted Agreement for Accepting a WCSU Counselor Education Candidate for Fieldwork Placement

As the On-Site Supervisor, I agree:

1. To provide documentation of training in clinical supervision or complete the WCSU training module prior to the start of supervision.
2. To provide a thorough orientation to the fieldwork site and its personnel, administrative policies, standards and practices.
3. To assure the candidate 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, etc.)
4. To collaborate with the student to develop goals and objectives for the fieldwork experience (i.e. what they want to learn, improve upon, etc.). I will provide suggestions and guidance in terms of realistic activities that can be completed within the time constraints of the experience.
5. To provide opportunity for candidate to facilitate small groups (10 hours required for practicum).
6. There is no personal or professional relationship with the candidate (i.e., a principal or supervisor who regularly evaluates the candidate, relative, etc.).
7. That I hold the appropriate credential, two years of experience minimum experience as a counselor, and I am officially working for the site. I will ensure that the candidate's role and responsibilities at the site are appropriate for the level of training received, and are communicated to the appropriate staff.
8. To include the candidate in staff meetings, professional development, and other appropriate experiences throughout the field placement.
9. To assure the candidate has the opportunity to work with a diverse group of clients/students.
10. To communicate with the candidate's faculty supervisor for the duration of time the candidate is in field placement. I will contact the faculty supervisor right away if there is a problem or concern with the candidate's performance.
11. To provide on-going feedback during weekly supervision meetings (minimum 1 hour per week- does not have to be consecutive) and to complete the written summative evaluation that will be entered into LiveText at the end of each semester the candidate is in field placement under my supervision.

Site Supervisor Signature _____

Date _____

As the Fieldwork Candidate, I agree:

1. To establish a schedule at the placement site that is compatible with the Site Supervisor's schedule.
2. To operate within the procedures and policies of the school or agency.
3. To arrange release time from work to complete the fieldwork hours within the agreed upon time frame.
4. To provide the Site Supervisor with a copy of WCSU's Fieldwork Manual.
5. To seek assistance from the Site Supervisor and/or Faculty Supervisor when dealing with unfamiliar, difficult, high-risk situations or cases.
6. To abide by the ACA and/or ASCA Ethical Guidelines and to represent myself as a counselor in training to people to whom I am providing services. I will make sure my liability insurance is current for the duration of the fieldwork experience.
7. To regularly participate in scheduled supervision for a minimum of 1 hour per week with my site supervisor and 1.5 hours per week with my faculty supervisor in individual, triadic, and/or group supervision sessions.
8. To collaborate with the Site Supervisor to establish goals and objectives for the field placement.
9. 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.
10. To compete all requirements of fieldwork as outlined in the clinical folder and in the Fieldwork Manual.

Site Supervisor Signature _____

Date _____

Contracted Hours & Candidate Schedule

Number of Hours Required on Site to Complete Fieldwork Experience

Hours Required	Practicum	Internship
Direct Service Hours	40 Must include 10 hours of facilitating small groups	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 candidates who are not certified teachers

Candidate Schedule & Goals

Please list the duration of the field work placement.	
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 and understanding of and an agreement with the conditions outlined in the Fieldwork Agreement Form.

Candidate's Signature & Date

Site Supervisor's Signature & Date

Administrator's Signature (Principal or Director) & Date

Faculty Supervisor's Signature & Date

Please Note: Should any conditions at the site change that impact this agreement, it is understood that this will be communicated directly to the faculty supervisor.

Clinical Folder Checklist

Folder Requirement	Practicum* EPY 610 or EPY 611	Internship* EPY 612 or EPY 614	Internship* EPY 613 or EPY 615
Fieldwork Agreement Form			
Copy of Current Liability Insurance			
Summary of Semester Hours			
Cumulative Record of Weekly Activity Logs			
Weekly Activity Logs			
Recording Permission (as needed)			
Site Supervisor Evaluation Submitted in LiveText			
Candidate Evaluation of Site			
Statement of Confidentiality ⁺			
<p>Notes:</p> <p>*Indicate Date Submitted</p> <p>⁺ Case notes should be turned over the agency or school as part of the clients' or students' records. Case notes should be destroyed if the agency or school does not include candidate notes as part of the cumulative record.</p>			

WEEKLY ACTIVITY LOG

Candidate Name:		Week of:
DIRECT SERVICE	Number of Sessions	Number of Hours
Individual Counseling		
Group Counseling		
Family Counseling		
Consultation with client		
Teaching		
Preventative Interventions		
Total Direct Service		
INDIRECT SERVICE		
Client Contact (other than counseling)		
Meetings		
Observations		
Professional Development		
Coordination		
Consultation about client		
Management		
Total Indirect Service		
SITE SUPERVISION		
Individual, Group or Triadic Supervision on Site		
TOTAL WEEKLY HOURS		

Candidate
Signature/Date _____

Site Supervisor
Signature/Date _____

CUMULATIVE RECORD OF FIELDWORK DIRECT & INDIRECT SERVICE HOURS

Week # →	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	Total
<i>DIRECT SERVICE:</i>																
Individual Counseling																
Group Counseling																
Family Counseling																
Consultation (w/client)																
Teaching																
Preventative Interventions																
Other Direct Hours																
Total Direct Service Hours																
<i>INDIRECT SERVICE:</i>																
Meetings																
Observations																
Professional Development																
Coordination/Collaboration																
Consultation(without client)																
Management																
Individual Weekly Site Supervision																
Total Indirect Service Hours																
Total Direct & Indirect Hours																

We the undersigned confirm that the candidate named below has completed the clinical hours listed above.

Candidate Signature _____ Date _____

Site Supervisor Signature _____ Date _____

Faculty Supervisor Signature _____ Date _____

Permission for Recording or Video-Taping a Client

Parental/Legal Guardian Consent Form
(For person under 18)

Parent/Legal Guardian(s): _____

Address _____

Phone: (Home) _____ (Office) _____

The Graduate Counselor Education Program at Western Connecticut State University (WCSU) provides supervised Practicum and Internship counseling experiences for graduate students. These supervised experiences are required of all degree seeking candidates in the Counseling Program. Graduate students are also required to audio and/or video record counseling sessions as part of their course and degree requirements.

We hope that you will take the opportunity to participate (or have your child involved if child is under 18 years old) in the counseling experience. If you are interested in participating (or would like your child who is under 18 years old) participate, please check the box and sign the form where indicated. Thank you for your cooperation.

Please check the box and sign.

I give my permission (or permission for my child if under 18 years old) to work with the graduate student from WCSU who is named below. I understand that the counseling sessions conducted will be audio and/or video recorded and will be reviewed in supervision by the graduate student's supervisor on site and/or the supervisor on faculty at WCSU. All audio and/or video recordings made will be erased at the completion of your (or your son or daughter's) involvement in the counseling experience.

I do not give my permission (or permission for my child if under 18 years old) to work with a graduate student from WCSU.

Parent/Legal Guardian(s) Signature

Date

Name of Child (if under 18 years of age)

Name of WCSU Graduate Student

CANDIDATE EVALUATION OF SITE

Candidate Name _____

Semester _____

Date _____

Site Supervisor Name _____

School/Site Name _____

Site Address _____

Site Phone _____

<p>ADVANTAGES/STRENGTHS OF SITE (include availability of clients, space for counseling, variety of activities at site, attitude toward audio taping, etc.)</p>	
<p>DISADVANTAGES/WEAKNESSES OF SITE (see above issues)</p>	
<p>STRENGTHS/WEAKNESSES OF SITE SUPERVISOR</p>	
<p>Would you recommend this site in the future for Practicum or Internship?</p>	<p style="text-align: center;">___ Practicum ___ Internship</p>
<p>Under what conditions would you recommend this site?</p>	

STUDENT EVALUATION OF SITE SUPERVISOR

		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 be 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 opportunity 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

SAMPLE CASE NOTE

Type of Session	
____ Individual Sessions (You must complete two cases, each with eight sessions.)	____ Group Session (You must conduct at least one 8 session group about 10 hours of group.)
____ 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/Candidate Supervision Notes	
Candidate Signature /date	
Site Supervisor Signature/date	

STATEMENT OF CONFIDENTIALITY

**Western Connecticut State University
Counselor Education Program
181 White Street • Danbury, CT • 06810**

Candidate Name _____

Field Placement ___ Practicum ___ Internship

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 may not be distributed and should be destroyed at the completion of the project or supervisory session for which the tapes 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.

Candidate Signature _____ Date _____

Faculty Supervisor Signature _____ Date _____

SITE SUPERVISOR COUNSELING PRACTICUM & INTERNSHIP STUDENT EVALUATION (LIVETEXT)

Domain 1: Counseling Environment, Engagement & Commitment to Counseling				
Attributes	Below Standard 1	Developing 2	Proficient 3	Exemplary 4
Communicating and reinforcing appropriate standards of behavior CACREP 2.5.f-g	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.
Promoting social and emotional competence CACREP 2.5.j-k	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.
Domain 2: Planning for Active Counseling				
Evidence-based practice CACREP 2.5.a	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.
Use of data to determine student/client needs and level of challenge CACREP 2.7.e, 2.8.e-i	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 proactive</i> in obtaining, analyzing and using data to guide collaborative planning.
Targeted and specific objectives for students/clients CACREP 2.5.h-i	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.

	Below Standard	Developing	Proficient	Exemplary
Selection of assessments and interpretation of results CACREP 2.7.m	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.
Criteria for student/client success CACREP 2.5.i	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.
Ongoing assessment CACREP 2.7.e	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.
Domain 3: Service Delivery				
Progression of service delivery CACREP 2.3.h-i	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.
Level of challenge CACREP 2.3.h	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.
Domain 4: Professional Responsibilities & Leadership				
Self-evaluation/reflection CACREP 2.1.k	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 improve individual practice.	Self-evaluates/reflects on individual practice and the impact on counseling; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/reflection to initiate professional dialogue with colleagues to improve collective practices to address counseling, school or agency and professional needs.

	Below Standard	Developing	Proficient	Exemplary
Response to feedback CACREP 2.1.k-m	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.
Professional development CACREP 2.1.m	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.
Collaboration with colleagues CACREP 2.1.b-c	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.
Ethical conduct CACREP 2.1.i	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.
Maintenance of records CACREP 2.1.i	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.
Ethical use of technology CACREP 2.1.i-j	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.
Advocacy CACREP 2.1. d-e	Does not advocate to address student/client needs nor for the profession.	Takes a minimal role in engaging with colleagues, students/clients, families or the large community to advocate for	Engages with students/clients, families or the large community to advocate for student/client needs or for the profession.	Leads efforts within and outside the school/agency to advocate for student/client needs or for the profession.

		student/client needs or for the profession.		
	Below Standard	Developing	Proficient	Exemplary
<p>Stakeholder engagement</p> <p>CACREP 2.1.b-c</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>Culturally responsive communications with stakeholders</p> <p>CACREP 2.2.a-h</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>

