
**Texas Tech University
Counselor Education Program**

**SCHOOL COUNSELING
FIELD EXPERIENCES HANDBOOK**

2008-2009

**Texas Tech University
Counselor Education Program
Box 41071 – Education Building, Room 215
Lubbock, Texas 79409
www.educ.ttu.edu/epce**

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Section 1: Application Guidelines for Counselor Education Practicum and Internship

These guidelines apply to students admitted to the MED Counselor Education Program in School Counseling. Separate Handbooks are available for students admitted to the Community Counseling and doctoral programs. Students with both School Counseling and Community Counseling majors must abide by the guidelines stated in the Handbook and the Community Counseling Field Experiences Handbook. Dual majors must complete an additional 15 hours beyond the 48 hours for a total of 63 semester hours.

Counselor Education students, especially those enrolled in practicum or first internship, should carefully read and follow the guidelines described herein. Failure to follow these guidelines may result in delays in enrolling for practicum/internship and/or a less than satisfactory practicum/internship experience.

Preparation Steps:

Students should begin to make preparations for their first practicum approximately six (6) months before the semester in which they plan to enroll. Preparations include the following:

- A. Obtain a copy of the School Counseling Field Experiences Handbook (obtain this Handbook from the clinical website). Review and familiarize yourself with the information in the Handbook.
- B. Fill out the appropriate Counseling Practicum and Internship Reservation Form and return it to the Departmental Secretary six (6) months before beginning your first practicum/internship. A reservation form is included with this Handbook. If you have questions, please make an appointment with the Clinical Director (Dr. Hendricks, Room 215, 742-1997 ext. 230).
- C. Consult the Practicum and Internship Field Site Data Base (www.educ.ttu.edu/epce/clinical). This directory contains information on TTU approved internship field sites. *NOTE*: If the site is not listed, you must contact the Clinical Director (Dr. Hendricks) before signing a contract with the site.
- D. Complete the Self-Inventory for Practicum/Internship. This form, which is included below as part of this Handbook, is for each student's own self-review. Students should complete the form before looking for a field site.
- E. If your site is new or if your supervisor is new, confirm clinical approval status with the Clinical Directory (Dr. Hendricks). All practicum/internship sites and site supervisors must be approved by the Clinical Supervisor prior to beginning of the practicum/internship class.
- F. Attend the Counselor Education Clinical Orientation session held on campus in the fall or spring semester prior to your enrolling in practicum.
- G. Obtain professional liability insurance. You may obtain liability insurance from an insurance company endorsed by a counseling association. This insurance must be obtained at least three (3) months before beginning your practicum/internship. You cannot begin your practicum/internship without this insurance. *Bring proof of insurance with you on the first day of class.* Liability insurance may be obtained from:
 - American Counseling Association (ACA) 1-800-347-6647 ext. 222
This insurance is available at a reasonable rate for members of the ACA.
 - Texas Counseling Association 1-800-580-8144
 - Information about other providers and coverage is available from the Texas Department of Insurance 1-800-252-3439
- H. Registration: Students should register for EPCE 5360, Practicum in Counseling, for their first clinical experience. For their next two clinical experiences, students should register for EPCE 5094, Counseling Internship (six (6) semester hours total, divided into a minimum of two 3-semester hour courses taken over a minimum of two semesters). **Students cannot enroll in more than three (3) hours of practicum or internship each semester.**

- I. Enrollment: Student majoring in School Counseling must complete one (1) practicum and two (2) internship classes in a school and be supervised a minimum of one hour each week by a certified school counselor with a minimum of two years school counseling experience. Please note that students enrolling in internships during the summer must spend 12 weeks (May 1 – July 21) in a school and be supervised weekly by a certified school counselor.
- J. Students completing a dual major (Community and School Counseling) must complete two (2) practicum classes and four (4) internship classes in accordance to the procedures described in items I and J. Also, this student must complete all courses required in both tracks.
- K. Students pursuing a School Counselor Certificate in Texas can contact Pam Tipton, Ed.D., Certification Office (Education Bldg. Room 106B) to initiate the state examination process no earlier than the first semester of internship.
- L. For further information on practicum/internship, please contact Dr. Hendricks or Dr. Crews.

School Counseling Program Coordinator
Charles Crews, Ph.D.
Office: Education Bldg. Room 255
Phone: (806) 742-1997 ext. 369

Clinical Coordinator:
Bret Hendricks, Ed.D.
Office: Education Bldg. Room 215
Phone: (806) 742-1997 ext. 230

Section 2: Practicum/Internship Reservations Forms

The reservation forms for practicum and internship courses in School Counseling are found in the *Field Handbook Appendices* that may be downloaded from the website.

Please complete the appropriate reservation form and return it to the departmental secretary (Room 103) one semester before beginning your first practicum/internship. Fill out one form for each semester you plan to enroll in a clinical course. Photocopy forms from the *Appendices Handbook* as needed.

Section 3: Checklist for Applying and Preparing for Practicum and Internship in Counseling

Be sure you complete all of the following steps:

- _____ 1. Obtain the School Counseling Field Experience Handbook (Counselor Education/Clinical Webpage)
- _____ 2. Thoroughly read all the materials in this Handbook
- _____ 3. Complete the Self-Inventory included in this Handbook. This inventory will assist you in the interview process and in how to select a site.
- _____ 4. Make an appointment with the Clinical Director, Dr. Hendricks, if you have questions about practicum or internship placement.
- _____ 5. Consult the “Field Site Data Base” available in the Clinical Director’s office (COE 215) and online at www.educ.ttu.edu
- _____ 6. Identify approximately three sites to interview for possible practicum/internship placement. If there is a site of interest not listed, give (six months in advance) the contact information to the Clinical Director, Dr. Hendricks, to initiate the approval process.
- _____ 7. Once a site has been chosen, make an appointment and complete an interview with the on-site supervisor.
- _____ 8. Obtain preliminary confirmation of site placement. Contact Clinical Director (Dr. Hendricks).
- _____ 9. Complete the reservation form for practicum/internship at least six (6) months before beginning your first practicum/internship and submit the form to the division secretary in Room 103.
- _____ 10. Obtain liability insurance (See Section 2.H). Give a copy of insurance page showing coverage to the faculty instructor on the first day of class. You must have liability insurance before you enroll in practicum or internship.
- _____ 11. All students taking clinical courses (EPCE 5360 or EPCE 5094) must complete and submit a reservation form at least one semester before enrolling in the course. **All students enrolling in EPCE 5360 or EPCE 5094 must be admitted to the Counselor Education Program.** The reservation form must be submitted to Dr. L.J. Gould (806-742-1997 ext. 296) before you may be registered for practicum or internship.

Please note you cannot register for practicum or internship online. Students are given permission to register on a first come, first enrollment basis. As per CACREP standards, a maximum number of students are permitted to enroll in each class. Therefore, students must complete the reservation form early as classes fill quickly.

Clinical Director:

Dr. Bret Hendricks
Office: COE 215
Phone: (806) 742-1997 ext. 230

Office Hours: Contact Kerry Bartel (806-742-1997 ext. 422)

*NOTE: SOME INTERSHIP SITES REQUIRE APPLICATIONS 3-4 MONTHS IN ADVANCE.

Section 4: Field Site Guidelines for Counselor Interns and Practicum Students

Obtaining a Field Site

The Clinical Coordinator and the university faculty will assist prospective counseling interns in obtaining potential practicum and internship sites by providing information about approved sites, discussing questions about potential sites, being available to provide guidance during the student's search for a field site, and, if necessary, making follow-up contacts for students after a student-initiated contact.

The faculty's policy regarding interns obtaining a field site is that this process is a joint responsibility of the faculty and the student. The Clinical Coordinator, Dr. Hendricks, will provide initial site information via the on-line Field Site Database. It is the student's responsibility to use this information to select their sites and to schedule interviews for a potential internship. It is the student's responsibility to contact the faculty or Clinical Coordinator for guidance as needed. Students may request that the Clinical Coordinator make a follow-up contact, if this is necessary in obtaining a site for an internship. If the student has been unable to obtain a field site after several interviews, he or she should contact the Clinical Coordinator for further assistance.

Please note that practicum and internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock and the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to enrollment in the practicum or internship.

Prospective counselor interns and practicum students should complete the following steps in obtaining a field site:

- A. Review the Field Site Database. Identify three sites where you wish to interview for a field site placement.

If you have information about a potential field site not listed in the Database, please contact the Clinical Coordinator (Dr. Hendricks) about the advisability of contacting the site.

To be eligible to be a Site Supervisor, the Site Supervisor must have a master's degree in counseling or a closely related field, appropriate license, and a minimum of two years of (post-master's) professional experience and be available to supervise the intern or practicum student a minimum of one hour/week.

If the site is an approved site, the student may then schedule an interview at the site.

- B. Interviews

Make interview appointments with the appropriate contact persons in the field sites you selected in step A. General instructions for the interview are:

- (1) Be prepared to talk about your preparation for participation in the practicum or internship. For example, take a list of courses that you have completed or are in the process of completing. Describe any counseling or related experiences you have had. It is advisable to prepare a resume listing your academic preparation as well as other pertinent information about yourself. Remember that this is a professional interview; you want to present yourself accordingly.
- (2) Before attending the interview, please read and become familiar with all of the information in this *Handbook*. Please note that when you visit with the Site Supervisor, you should let the Site Supervisor know that you need to be able to participate (under supervision) in a variety of direct counseling (individual, group, family) and indirect counseling experiences (staffing, in-service, workshops, intakes, interviews, assessments, etc.) as appropriate to your training and the site's needs.

You should also inform the site supervisor that Practicum (EPCE 5360) requires that you obtain a total of 100 hours at the site during the semester. Please note that these hours must be accumulated evenly throughout the semester, and cannot, therefore, be obtained in one or two months. From the total 100 hours, a total of 40 hours must be obtained in direct counseling with clients. The remaining 60 hours may be obtained from indirect counseling (staffing, intakes, etc.) or from direct counseling. Ten (10) hours of group counseling are required for practicum. In order to obtain your 100 hours at the site, you will need to

spend at least seven (7) to eight (8) hours per week at the site, with three (3) to four (4) hours each week spend in direct counseling with your clients.

Internship (EPCE 5094) requires that you spend 300 hours at the site each semester. Please note that these hours must be accumulated evenly throughout the semester, and cannot, therefore, be obtained in one or two months. From the total 300 hours, a total of 120 hours must be obtained in direct counseling with clients. The remaining 180 hours may be obtained in indirect or direct counseling. In order to obtain the 300 hours, you will need to be at the internship site 20 – 22 hours each week with 10 – 12 hours each week being spent in direct counseling with your clients.

Both practicum and internship require that in addition to class work/class supervision at the university, you must have a minimum of one hour of regularly scheduled supervision with your Site Supervisor each week.

- C. You may receive and tentatively accept an internship appointment at the time of your interview or the field Site Supervisor may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the Site Supervisor, then give them a call and ask about their decision.
- D. After you have received oral confirmation from the contact person at the field site, you should give this information to your university supervisor. The university supervisor will then contact the Site Supervisor and make arrangements for a formal, written confirmation of your field site placement. Be sure that you know from the field site contact person(s) when you expect to begin your internship; some sites require preliminary training two to three weeks before the semester begins.
- E. If you have questions, concerns, or difficulties anytime during the above process, be sure to contact your assigned university instructor or the Clinical Coordinator for advice and assistance.
- F. During the practicum/internship experience at your site, your Site Supervisor has supervisory and administrative responsibility for field site activities. Your university faculty instructor will stay in phone contact with your field Site Supervisor as necessary and desirable. The faculty instructor will not generally visit your site during your internship, unless this is necessary or desirable, or unless the field site supervisor or you request a visit. At the middle and end of the semester, the field site supervisor will complete an evaluation form on your practicum/internship activities. You will also evaluate your own work, the supervisor's work, the instructor, and the site.
- G. If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during your field site practicum/internship experience, you should inform your University instructor immediately. It is the responsibility of the university instructor to work with you and the field site supervisor to properly handle and resolve any special problems or concerns.
- H. At the beginning of the semester in which you are enrolled in internship, the faculty instructor will give you more specific guidelines about the extent to which you are expected to discuss field site issues during on-campus group and individual supervision.

NOTE: The maximum number of internship hours that may be taken during a semester is three (3) hours. The CACREP Standards also require that field experiences extend over a minimum of three semesters, which for this Program includes one semester of practicum and two semesters of internship. This means that you cannot enroll in six (6) hours of internship during one semester.

Section 5: Clinical Supervision Guidelines for Site Supervisors

Introduction

These guidelines are designed for Site Supervisors who agree to provide clinical supervision to counseling students in the master's and doctoral programs in counseling at Texas Tech University. The guidelines briefly describe the

training/educational objectives of the practicum and internship classes and the roles and responsibilities of Site Supervisors in helping students achieve these objectives.

General Structure of Practicum/Internship

Texas Tech University's Counselor Education Program requires all candidates for the master's degree in School Counseling to complete a supervised counseling practicum and internship experience. At the master's level the requirement is a supervised three (3) semester sequence of practicum and internship. The first semester begins with a 100 hour practicum (EPCE 5360) in which practicum students are expected to gain initial experiential familiarity with counseling responsibilities, primarily by way of observation and counseling practice, guided learning of site practices and procedures, and guided participation in site activities. The second semester constitutes the beginning of the internship (EPCE 5094) and requires 300 hours of supervised counseling and related responsibilities with clients. The third semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities. Because students enrolled in internship fulfill some of their required hours on-campus, their remaining hours for field site work is about 20-22 hours per week at the field site.

Minimum Counseling, Clinical and Supervisory Requirements

1. Practicum students must have direct counseling experiences with a minimum of three or four clients each week, where issues are primarily adjustment reactions and mild clinical symptoms. An opportunity for a total of 10 hours of group work must also be arranged.

NOTE: Approximately the first three weeks of the practicum student's first semester is an initial clinical experience during which time the student is participating primarily by way of observation. Thereafter, the student should be given supervised responsibility for counseling activities.

2. Internship students must have direct counseling/guidance or related experience with clients approximately 20-22 hours per week in a school, for a total of 120 direct hours and 180 indirect hours. The total must be at least 300 hours per semester.

The direct hours must include the following activities:

- a. guidance curriculum (e.g., classroom activities, large group activities)
- b. responsive services (e.g., individual counseling, small group counseling, crisis counseling, consultation, referral)
- c. individual planning (e.g., individual appraisal, individual advisement, placement).

The indirect hours must include the following activities:

- a. preparation and/or training
- b. supervision
- c. system support (e.g., research and program development, staff/community public relations, professional development, committee/advisory boards, community outreach, program management and operations).

Observing the work of the Site Supervisor or other school personnel is counted as indirect hours only. Activities involving co-facilitating counseling sessions or co-teaching guidance lessons may be counted as direct hours.

3. Both interns and practicum students must have the opportunity to provide on-going counseling with three to four clients over several sessions. Students should not be restricted to only intake interviews but should have the opportunity to engage in the full range of service activities that the field site offers to students (clients).
4. Beyond these above minimum expectations, the intern/practicum student should be given as much opportunity as possible for substantial counseling and counseling-related activities.
5. All practicum students and internship students must receive at least one hour per week of individual supervision from a certified school counselor and one and one half hours of group supervision at the university. Practicum students must spend an additional one hour per week in supervision from the university faculty or doctoral counseling student (See Supervisor's Role, below).

6. Specific required experiences for school counseling interns seeking the Texas LPC:
 - A. A minimum of 100 hours in practicum in a school and a minimum of 100 hours in a community setting (200 hours total, 100 hours at each type of site).
 - B. A minimum of 600 hours of internship must be completed in a school setting over a minimum of two semesters.
 - C. A minimum of 600 hours of internship must be completed in a community agency setting.

Goal and Objectives of the Supervised Clinical Practice in Counseling

In addition to supplementing and enriching classroom experiences, the supervised clinical experience is a method of training characterized by “doing.” These experiences introduce and engage the counselor trainee in activities and judgments fundamental to counselors’ regular professional responsibilities.

At the master’s level, TTU offers counseling programs in Community and School Counseling. Students enrolled in practicum and internship are placed in community (mental health/human service) agencies, schools or university settings according to their program concentration.

Goal

The goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day-to-day work schedule under the close supervision of an approved Site Supervisor counselor who can assist the student in refining professional skills, according to their level of development, while still working in a learning environment. For practicum and internship students, this goal is understood in terms of entry-level professional competencies. A very significant factor in the success or failure of an intern’s clinical experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The clinical field experience emphasizes the importance of:

- 1) working with actual cases to provide better understanding of services and professional conduct; and
- 2) training that remains educational in purpose, but is, by agency or institutional standards, productive.

Thus, through the joint efforts of the University faculty, the counselor trainee, and the Site Supervisor, the trainee is supported in becoming a knowledgeable, skilled, and disciplined school counselor.

Objectives

The type of professional skill refinement the faculty hopes to observe in the trainee is suggested in the following objectives.

In accordance with the trainee’s level in the master’s program, the school counseling intern/practicum-trainee will demonstrate the following competencies:

1. Professional identity and advocacy
2. Legal and ethical responsibilities
3. Interviewing and counseling (theory and practice competencies)
4. Assessment and appraisal skills
5. Career counseling (including enhancing clients’ educational transitions)
6. Referral and information dissemination
7. Consultation and coordination
8. Accountability

Roles and Responsibilities

Site Supervisors are responsible for having knowledge of the goals and philosophies of the counseling profession and being supportive of these in their interaction with students. Since each student differs in personal and educational readiness and since each school or agency differs in its purpose, scope, and function, a uniform program of activity applicable to all field

settings and all students cannot be outlined. However, the Site Supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the student. The Site Supervisor must provide at least one (1) hour each week of weekly individual supervision. The content and process of the supervision is determined on an individual basis between the student and supervisor. University supervision will also be provided on a group basis during the weekly seminar meetings and individually for practicum students.

The Counselor Education program requires that the overall sequence of supervised clinical field experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation. For master's practicum students in particular (that is, those in their first semester of clinical field experience), activities should begin with orientation and observation. For interns (those in their second or third semester of clinical field experience), the bulk of experiences should be in the participation category. These categories of experiences no doubt will overlap.

The following activities, listed according to phase, are suggestions for the school supervisor who is planning the student's program. Obviously, the organization of each specific field setting and the supervisor's past experience and knowledge in the training of students may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of physical plant)
 - a. Counseling, clinical, guidance facilities
 - b. Files: charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc.
 - d. Reference/material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.
2. Agency Functions and Services
 - a. History of agency
 - b. Support or income structure
 - c. Overview of school/institution and/or school district
 - d. Administrative organization
 - e. Acceptance or admission policy
 - f. Referral sources
 - g. Student population
 - h. Reporting and statistical procedures
 - i. Policy regarding confidentiality
3. School Routines and Office Regulations
 - a. Hours of work
 - b. Lunch times
 - c. "Breaks"
 - d. Holidays
 - e. Use of the telephone
 - f. Use of equipment and clerical personnel
 - g. Travel expenses
 - h. Signing in and out
 - i. School report schedules and their significance in school administration
4. Staff (Introduction to)
 - a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads
5. Student Clients
Site Supervisor may select several typical cases, current or closed, for study or analysis, as illustrations of school function, clients served, and the counselor role

B. Observation

1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling/therapy interviews
 - c. Interviewing involving clients differing as to disability, background, etc.
2. Procedures Involved in Assessment, Appraisal, and Diagnostic Work-ups
 - a. Psychological
 - b. Educational
 - c. Vocational
 - d. Social
3. Within School and Within School District Case Conferences
4. Staff Meetings
 - a. Administrative
 - b. In-service training
5. Medical, Psychiatric, Psychological, Educational, and Social Work Consultations
6. Case Recording and Record-Keeping
7. Provision of Related Services
 - a. Classroom visits
 - b. School and Community resources
 - c. State employment services
 - d. Workshops, etc.
8. Coordination and Consultation activities as they are appropriate to the intern's program emphasis and the nature of the school/institution.

C. Participation

1. With Clients
 - a. Developmental guidance lessons and large group guidance activities
 - b. Interview: screening, intake, counseling and planning
 - c. Counseling: individual, group, and/or family
 - d. Assessment and Appraisal
 - e. Follow-up
2. With Other School Personnel
 - a. Individual consultation with other professional personnel
 - b. Staff/administrative meeting
 - c. Counselor meeting
 - d. Coordination activities
3. Criteria for Client Case Selection
 - a. It is the faculty's belief that cases of adjustment reactions and mild disorders are best for practicum students. Cases that are typically representative of those carried or served by the school are appropriate for interns.
 - b. It might be best to choose cases with a minimal number of reality limitation (e.g., limited time available for appointments, reluctance to come on the part of the client, etc.) so that students can accrue experience on a consistent basis.
 - c. A balance of new and old cases could give the student experience with the various stages of treatment.

- d. The cases selected need to have some prospect for change or movement so that the student experiences some degree of success.
- e. It would be best if the nature of the problem is such that the student and client can work through to the solution and develop a plan of action.
- f. As the student gains self-confidence and skill, increasingly complex cases can be assigned.
- g. The cases selected might best be those that the agency supervisor can use for instructive purposes.
- h. The selection of cases is best based on whether they challenge, but do not overwhelm, the professional development of the student.

D. Counselor Trainee's Role

Students should arrange their work schedule to conform to agency and University requirements – precedence being given only to attendance at University classes in which they are enrolled. Agency policy regarding dress, time of arrival and departure, confidentiality of information, holiday and “coffee break” time, notification in case of illness, etc. should be followed. While students do not generally work in the agency during official University vacation periods (e.g., Winter and Spring breaks), this must be planned in advance with university faculty and the agency supervisor.

Students are expected to engage in all of the activities normally engaged in by the agency's staff and counselors, at a level commensurate with their experience and responsibility. Although community agency personnel would retain ultimate responsibility for case disposition, interns should be encouraged to exercise independent judgment as often as possible.

E. Site Supervisor's Role

It has been found that supervised clinical experience is most effective for the student and the agency if the agency appoints a qualified and interested staff counselor/supervisor to oversee the student's work and provide general guidance. Only a person in the agency can really understand the problems encountered and can evaluate the student's work on the basis of practical experience. For example, a supervisor would be beneficial to the student in helping to explore general reactions to the various roles a counselor is asked to assume and to follow agency policies and procedures, in discussing present and new cases, and in adjusting to developments in the field. To this end, it has been found that interns work best if a regular weekly schedule is set each week for supervisor-student consultation and if the supervisor is available to the student at other times for less formal assistance. The supervisor – as a representative and advocate for the agency and the counseling profession – can help the student find a series of experiences that would be instructive to the role as counselor. The supervisor can use the student's performance in these activities as an objective basis by which to evaluate the student at the end of the semester.

F. University and University Instructor's Role

In addition to the practicum/intern student's field site, the student also spends several hours each week in individual supervision with the university supervisor or doctoral student and in group supervision during the class session. However, the University delegates supervisory and administrative responsibility for field site activities to the Site Supervisor. The University faculty instructor for the practicum/internship will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty instructor will not generally visit the field site during the internship, unless this is necessary or desirable, or the Site Supervisor or intern requests a visit. At the middle and end of the semester, the Site Supervisor will complete an evaluation form on internship activities. (Copies of this form are given by the student to field site supervisors at the beginning and end of the semester.)

As mentioned above, the University provides regular individual and group supervisory sessions at which students are expected to present and discuss cases accompanied by tape-recorded interviews. The agency is asked to authorize, with written client permission, the taping of field site counseling sessions for on-campus supervision. The group supervision sessions are in the format of a 1-1/2 hour per week group supervision seminar that runs concurrently with other practicum/internship activities. Site Supervisors are welcome to attend the on-campus group supervisory meetings, especially when their supervisee is presenting agency cases for discussion. While

course guidelines may vary depending on the faculty member teaching the course (or section of the course), the overall objectives are basically the same for all sections of practicum/internship.

G. Special Problems

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the Site Supervisor should contact the University practicum/internship faculty instructor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with the field site supervisor and the practicum/internship student to resolve any special problems or concerns.

H. Summary

The practicum/internship experience is considered a vital part of the academic programs in counseling at Texas Tech University. It offers the opportunity to put theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession. The University is very grateful for the professional service that field site supervisors provide counseling practicum/internship students in this critical phase of their professional education and training.

Section 6: Summary of Field Site Requirements

Prospective practicum/internship students may use this summary as a quick information guide in their interview with a Site Supervisor. This summary represents only an excerpt of all requirements and guidelines, which students should be sure to read thoroughly.

Preferably, students enrolled in internship will work in one site for both semesters of their internship. This enables the student to eventually work as a regular staff member and develop ongoing client contact. The specific requirements are as follows:

1. After adequate orientation and training, students should be involved in the full range of activities and services offered by the site. The University recognizes that the service will vary depending on the philosophy and goals of the site and the clients served; typically these services include:
 - a. Individual counseling
 - b. Group counseling
 - c. Career development
 - d. Appraisal and assessment
 - e. Information dissemination
 - f. Staff meetings
 - g. In-service training
 - h. Consulting
 - i. Referral
 - j. Program development and evaluation
 - k. Maintaining records
2. During the semester the student is enrolled in practicum, the student must spend at least 100 hours in practicum experiences. This includes time spent at the site and time spent in the University individual supervision sessions. From the 100 hours, a minimum of 40 hours must be spent in direct counseling.
3. During the two semesters of enrollment in internship, students must spend a minimum of 300 hours at the internship site. This includes time spent at the site (20-22 hours per week) and time spent in the classroom seminar and supervision sessions. Interns are also expected to see a minimum of eight (8) clients per week. From the total of 300 hours required for internship each semester, a minimum of 120 hours must be spent in direct counseling.

4. After obtaining the client's written permission, students must audio or video tape their counseling sessions. These site tapes may be used for supervision at the University and should be helpful for the Site Supervisor. A consent to record must be included in the client's file.
5. All students must receive at least one hour per week in individual supervision from their Site Supervisor. The Site Supervisor must have at least a master's degree in counseling, psychology, social work or a related field, an appropriate license or certification, and at least two years professional supervision experience.
6. The Site Supervisor must complete an evaluation form for the student at the middle and at the end of each semester.
7. At the end of the semester the student is asked to complete an evaluation rating of the site by (1) the Site Supervisor, (2) university supervisor, and (3) the site.
8. The University faculty member will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the student's progress.
9. Students will maintain a log that outlines all practicum and internship activities (See Section 9, Practicum and Internship Student Record). The on-site supervisor will review and sign the log during the semester to verify that the log is accurate.
10. In addition to the on-site activities, students meet weekly in class on campus under the supervision of a University faculty member where cases are discussed and tapes are reviewed. Practicum students also receive individual supervision from the University faculty member or an advanced doctoral student. Specific requirements are outlined each semester in the course syllabus.

Section 7: Self-Inventory for Practicum/Internship Site Selection

1. My long term career goal is:

2. My area of special interest is:

3. The client who I would most like to work with is:

4. The client who I would least like to work with is:

5. I feel most qualified/skilled to work with:

6. I feel least qualified/skilled to work with:

7. An area of competence I would like to enhance or develop is:

8. My ideal site supervisor would have the following characteristics:

9. I feel most comfortable in a working environment with the following characteristics:

10. I have had the following professional or volunteer experience and/or course work related to counseling:

11. My personal areas of strength and weakness which should be considered in the site selection process include:
Strengths:

Areas for improvement:

12. My ideal counseling internship would be a(n) _____ agency performing
_____ duties with _____ (type of population).

Section 8: Student Record Forms

The forms for Practicum and Internship are in a separate handbook titled “Field Handbook Appendices” that is to be downloaded along with this *Handbook*. The Appendices contain the following forms:

Appendix A Reservation Forms for Practicum and Internship

Master’s Practicum in Community Counseling
Master’s Practicum in School Counseling
Master’s Internship in Counseling

Appendix B Practicum/Internship Agreement Forms

Supervisor/Student Counselor Agreement
Site Supervisor Information Collection Form
Practicum/Internship Agreement

Appendix C Evaluation Forms

Evaluation Forms Description
Student Intern Evaluation
Site Supervisor Evaluation
Counseling Site Evaluation

Appendix D Practicum/Internship Hours Forms

Practicum Student Record
Internship Student Record
Practicum Log
Internship Log

Appendix E Practicum/Internship Tape Forms

Internship Tape Evaluation
Counselor-in-Training Feedback Form
Interview Record Form
Counseling Release – Adult
Counseling Release – Minor
Skill Hierarchy Frequency Sheet

Appendix F Miscellaneous

Counseling Hierarchy
Counselor/Client Agreement Form (Sample)

I _____ hereby certify that I have read
(Print name)

and that I understand the information presented in this *Handbook*.

(Signature)

(Date)