



Department of Counseling, Recreation, & School Psychology

Counselor Education Field Experience Manual

Effective Spring 2021

Department of Counseling, Recreation, & School Psychology
College of Arts, Sciences, and Education
School of Education and Human Development
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Counselor Education Faculty

Core Faculty

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Professor**

Clinical Mental Health Counseling Track Coordinator

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Research Interests: Trauma in children and adult survivors; professional and child abuse reporting; prevention of child sexual abuse; working with Latino families.

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Associate Professor

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Research Interests: Social justice for historically marginalized populations; adolescent self-efficacy; culturally sensitive treatments for youth; redefining anger management groups in schools and relationship decision making.

Sandra Logan-McKibben, Ph.D., NCC, NCSC, ACS, BC-TMH

Clinical Assistant Professor

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Research/Professional Interests: School counseling supervision; leadership & advocacy; assessment; professional issues in counselor education.

Adriana G. McEachern, Ph.D., NCC, NCRC, LMHC

Visiting Associate Professor & Professor Emeritus

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Research Interests: Child abuse, sexting, learning disabilities, and cross-cultural issues.

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Research/Professional Interests: emotion regulation, counselors' professional development, intensive parenting, and violence prevention.

Valerie E. Dixon Russell, Ph.D., CRC, LMHC (QS), PVE

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Rehabilitation Counseling Track Coordinator, SARCA Advisor, Exit Exam Coordinator

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Research/Professional Interests: Counseling interventions for underrepresented populations (offenders, persons w/disabilities, minorities); counseling supervision and staff development/training for counseling practitioners.

Christina McGrath Fair, Ph.D., LMHC

Visiting Clinical Assistant Professor

CSI Chapter Faculty Advisor

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Research Interests: LGBTQ+/Gender Issues, sexual culture, social justice, and clinical supervision.

Adjunct Faculty

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Introduction

This manual provides information about field experiences in the Counselor Education Program, located in the Department of Counseling, Recreation and School Psychology (CRESP), School of Education and Human Development, Florida International University and is a supplement to the *Student Handbook for Counselor Education Programs*. Field experiences consist of the practicum, internship, and practicum/internship supervision.

Field experiences are a part of all tracks of the Counselor Education Program, including Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling at the Master's level. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

Our program uses the online system Tevera to manage students' field experiences. Every student who intends to go on practicum is invited to Tevera where they can review approved sites and complete required paperwork. Subsequently, students use Tevera to track their field experiences.

It is the student's responsibility to be aware of the deadlines for application. Students are responsible for reviewing approved sites on Tevera and contacting site supervisors for information and interviews. Currently, students can only complete hours at approved sites. Be aware that the application process takes time so students should begin the process early in the semester prior to their field experience start date. All students must have their site confirmed prior to the semester they are to begin their field experience. Sites must be approved by the clinical coordinator (Dr. Prikhidko aprikhid@fiu.edu) by the end of the previous term. (e.g. if you apply for the Spring you must have your site approved before the end of the Fall semester.) It is the student's responsibility to secure a site from the approved list the clinical coordinator will send you at the beginning of the semester and inform the clinical coordinator of the site.

Purpose

Field Experiences are designed to provide students with the opportunity to apply and practice the competencies acquired throughout their training program. The field experience courses are judged by the faculty to be the most important preparatory experiences in which students will engage. It is an opportunity to synthesize and apply theoretical knowledge and to enhance and refine students' counseling and guidance skills. The field experiences may serve as a stepping-stone for future student employment. The field experiences also link schools, community, the University, and the department counseling unit.

Liability Insurance

All students in Clinical Mental Health Counseling and Rehabilitation Counseling **must** have obtained personal professional liability insurance prior to beginning any practicum or internship experience. Documentation of liability insurance should be kept current; this policy needs to be uploaded on Tevera. Although not required, it is **STRONGLY** recommended that all School Counseling students get liability insurance as well.

Liability insurance is available free of charge for students who belong to the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Application forms for liability insurance and membership in ACA and ASCA can be found online at www.counseling.org and www.schoolcounselor.org

Ethical and Legal Standards

Students must abide by (1) the standards of conduct established by the school district, agency, or other institution in which they have been placed as a practicum or internship student; (2) the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida; and, (3) Standards of Ethical Conduct of the [American Counseling Association \(ACA\)](#), the [American School Counselors Association \(ASCA\)](#), and/or the [American Rehabilitation Counseling Certification \(ARCA\)](#). Any incident of unethical behavior should be immediately brought to the attention of the Faculty Supervisor.

Program Address

Counselor Education Program at Florida International University
CASE - SEHD
Department of Counselor Education, Recreation, and School Psychology
11200 SW 8th Street
Miami, FL 33199 305-348-3418
www.counselored.fiu.edu

Types of Field Experiences

There are two types of field experiences, the practicum and the internship. The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides the student with experience in all aspects of professional functioning applicable to his or her program track. The internship experiences expands on the practicum experience by allowing the student greater responsibility.

The Counseling Practicum

The practicum precedes the internship and provides for the development of counseling skills under supervision. Initially, the practicum student should be **supported by the site supervisor** for all counseling modalities (e.g., individual, couples, family, and/or group). Especially at the onset of the practicum experience, practicum students should “sit in” on sessions of experienced counselors (ideally the Site Supervising Counselor) to observe and learn the structure and content of counseling sessions performed at the particular site. **At no time** should a practicum student be assigned individual clients or sole facilitation of groups until that student has demonstrated competence with clients at the specific site. Competence should be determined through direct observation by the Site Supervising Counselor (and/or other lead counselors) and may include input from the Faculty Supervisor. The hours spent at FIU (or with the FIU faculty member or adjunct) in individual or group supervision for the practicum course are not counted as practicum hours.

Counseling Hours: Direct Vs Indirect

Direct Hours

- Individual counseling. The client is in front of you -virtually- or in person- and you provide counseling. This can range in time from a few minutes (15) to longer sessions at some sites. This would also include intakes, psychosocial assessments or other assessments with the client where you are asking the client questions and the client responds.
- Group counseling. This is when there is more than one client and you are providing psychoeducation or conducting a process-oriented group. The number of clients can range from 2 up to 15 or more.
- Consultation. You are with the client and another professional, perhaps your supervisor is sitting in the session with you to help. Another example, would be you attending the client’s meeting with another professional to help the client understand the process (e.g. psychiatry appointment)

- Collaboration: Meeting with a health service or educational provider (e. g., psychologist, social worker, physician, teacher, assistant principal) regarding the client’s case. Participating in a Child Study Team meeting to discuss a minor client’s case and develop appropriate interventions.

Indirect Hours

- Coordination: Telephone calls made on behalf of a client (e.g. follow up on services, talk to a case manager, arrange next level of care)
- Scheduling: This would include calls made to clients to schedule appointments.
- Admin/Other: This is for your note writing, paperwork or other administrative tasks at site. This includes reading and preparing for a group, reviewing notes, or preparing treatment plans without the client present.
- Training/Workshop: attendance and participation in a training on site or elsewhere related to your work in field expertise. This could include mandatory training at your site in order to begin working. Other examples include CPR training, crisis training, specific counseling skills training.

Common Objectives for Practicum Students

The site should provide opportunities to foster the following:

1. **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affective and cognitive messages, appropriate self-disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual and family therapy sessions. The client's autonomy will be respected in the decision making process.
4. **Professional Development:** Students will demonstrate "professionalism" through proper dress, adherence to ACA's, CRC's, or ASCA's Ethical Codes, and respect for the clients' values system, a willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express their personal dynamics in individual and family therapy sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.
6. **Conceptualization Skills:** Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior, providing diagnosis using the DSM 5, recognizing dominant themes in sessions, defining objectives for the client's therapeutic change process, and/or defining treatment plans). Similarly, students will begin to solidify their conceptualization of clients within their chosen theoretical framework(s).

Practicum Logistics

1. **Direct Hours:** A minimum of 40 (School & Rehabilitation Counseling) and 160 (Clinical Mental Health) face-to-face client hours (as documented on time logs) must be completed by the conclusion of the practicum. These hours must include experience in both individual and group counseling work.

Due to COVID-19 beginning Fall 2020 and until further notice, students in the Clinical Mental Health Counseling track are required to complete a minimum of 40 direct hours.

2. **Indirect Hours:** The practicum student will have the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.).

Due to COVID-19 accommodations beginning Fall 2020 and until further notice, students in the Clinical Mental Health Counseling track are required to complete a minimum of 60 Indirect hours.

3. **Individual Supervision:** Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Supervisor) as well as an average of one hour per week of individual and/or triadic supervision on campus (with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term.
4. **Group Supervision:** An average of one and one half hours per week of group supervision will be provided on a regular schedule over the course of the student's practicum by a program Faculty Member or a supervisor under the supervision of a program faculty member.
5. **Audio/Videotapes/Digital Voice Recordings & Observation:** The practicum student must have the opportunity to develop program-appropriate audio, digital and/or videotapes of the student's interactions with clients for use in supervision. Additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur.
6. **Evaluation:** The practicum student's performance will be evaluated throughout the practicum experience, to include formal evaluations made by both the Site Supervisor and Faculty Supervisor at the midpoint (at the 6-7 week mark). The faculty supervisor coordinates a time to go out and observe the student on site counseling.

Similarly, the practicum student will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. **Students who receive a grade less than a B on the practicum will not be allowed to enroll in the internship until a remediation plan has been completed. Students will need to meet with their advisor and the clinical coordinator to develop the remediation plan that would include the following: (a) repeating the practicum course, (b) increased faculty supervision with direct faculty observations, and additional assignments from faculty as deemed necessary in areas where knowledge, skills, and professional attitude needs improvement. Student progress will be monitored at the midpoint and the goals identified in the plan may be modified as necessary.**

The Counseling Internship

Students enrolled in the internship assume more professional responsibilities than practicum students and, by the middle of the academic semester, are expected to assume the same responsibilities and tasks of a professional counselor. All degree-seeking students in all three tracks must complete a supervised internship of 600 clock hours that is initiated after successful completion of the student's practicum.

The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform.

School Counseling students should complete their internship in a site different from that of their practicum, since certification for school counselors is K-12. Thus, completing field experiences at different educational levels is encouraged to allow for exposure to multiple grade levels. Clinical Mental Health and Rehabilitation Counseling students may continue their internship at the same site as their practicum or may elect to experience a different setting. In order to provide opportunities for a breadth of clinical experiences, students are not allowed to complete their internship (or practicum) hours at their current places of employment. The only exception is if the student can provide evidence that they would be completing their hours in an area/location different from their current job-related responsibilities (e.g., completing their hours in different branch of the

same company under a supervisor other than their current employer). These exceptions must be approved by the Clinical Coordinator in advance.

Common Objectives for Interns

***Note: The internship is intended to build upon the student's practicum experiences. Therefore, interns are expected to process clients at a much richer level than they did as practicum students. In supervision, they should be challenged to explore themselves and how they conceptualize particular case dynamics more so than they might have been in practicum.*

The site should provide opportunities to foster the same learning outcomes as in the practicum (see above) building on and advancing knowledge and skills necessary for becoming a professional counselor.

Internship Logistics

Internship experiences follow the same logistics as practicum with a difference in hours that students need to complete. **Specifically, students need to acquire 600 hours total with** a minimum of 240 hours face-to-face client hours (as documented on Tevera) must be completed by the conclusion of the internship. These hours must include experience in both individual and group counseling work. Due to COVID-19 accommodations beginning Fall 2020 students can carry over hours from practicum to supervision. Consult with your FIU supervisor.

Field Experience Objectives

There are several primary objectives that are common to all students involved in the field experiences. These include:

1. Conduct individual and group counseling to facilitate positive behavioral, attitudinal, and educational changes in clients.
2. Conduct counseling activities that facilitate the development of educational, life, and career skills in clients.
3. Conduct consultation with significant individuals in the life of the client.
4. Apply appraisal and measurement procedures including but not limited to the following: achievement, abilities and aptitude, personality, career exploration, and development; interpretation of testing results; social-emotional development, and; assessment of classroom social climates.
5. Use developmental guidance and preventive clinical mental health strategies to promote positive mental health, individual development, and prevention of adjustment problems.
6. Work collaboratively, cooperatively, and effectively with diverse individuals (e.g., special needs and at risk-youth; multicultural and multiethnic; males and females, etc.).
7. Abide by the standards of conduct established by the school district, agency, or other mental health or educational institution, most recent ACA Ethical Codes of the American Counseling Association (ACA), the American School Counselors Association (ASCA), the American Rehabilitation Counseling Association (ARCA), and the Florida Department of Education.

Responsibilities

The field experiences involve a collaborative effort of four individuals: The Student-Counselor, the Site Supervising Counselor, the Faculty Supervisor, and the Clinical Coordinator. Each individual has their own set of responsibilities and each is held accountable to these.

Student-Counselor

1. Completes the application process and submits all required paperwork for the practicum or internship by the deadline dates on Tevera.
2. Shows evidence of having obtained professional liability insurance (for CMHC and RC students).
3. Completes the required number of field experience hours on site.
4. Abides by the rules, regulations, and time schedules of the placement setting.
5. Performs customary counseling functions, activities, and tasks as assigned by the Site Supervisor.
6. Attends any school, district, or agency staff development conferences and meetings as directed by the Site Supervisor or the school or agency administrator.
7. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.
8. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor, Site Supervisor, and Clinical Coordinator.
9. Completes and submits (a) the "Counseling Clinical Hours" Time Log signed by the Site Supervisor and Faculty Supervisor documenting the number of hours completed on site and (b) the "Field Experience Weekly Summary" Sheets.
10. Maintains weekly documentation on Tevera.
11. Completes any additional course requirements and documents outlined on the course syllabus and in this *Field Experience Manual*.
12. Acts in a professional and ethical manner at all times.

Site Supervisor

1. Provides on-site supervision of the Student-Counselor, allowing for independence as the Student-Counselor improves his/her functioning as the field experience progresses. At **no time** should a student be left alone on site, without their site supervisor or other responsible individual.
2. Completes the *Field Experience Prospectus and Site Agreement* with the Student-Counselor. This is a schedule that is suitable and agreeable to both parties.
3. Provides opportunities for the Student-Counselor to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.
4. Evaluates the student's performance at the midpoint (at the 6-7 week mark) and end of the field experience. The *Site Supervisor's Evaluation of Student Performance* must be mailed, or submitted to the Faculty Supervisor via the student, no later than the Monday of the middle of the semester and the Monday of the last week of the student's field experience. These forms are located in Appendix 1C.
5. Is available to the Student-Counselor for consultation and supervision. If supervising an intern, an average of one hour of individual supervision per week must be provided and documented on the time log.
6. Possess the necessary Credentials and Experience:
 - a. If supervising **school counseling** practicum students/interns, the supervisor must: (a) be a Certified School Counselor, (b) have completed the Florida Clinical Educator's Training, (c) have completed a minimum of 3 years professional experience as a school counselor, and; (d) have knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - b. If supervising **clinical mental health counseling** practicum students/interns, the supervisor must: (a) possess a minimum of a master's degree in Mental Health Counseling or a related profession (e.g., Marriage and Family Therapy, Social Work, or Psychology) with equivalent qualifications (including appropriate certifications and/or licenses); (b) have completed training in supervision, (c) have

completed a minimum of 3 years professional experience in the discipline, and; (d) have knowledge of the program's expectations, requirements, and evaluation procedures for students.

- c. If supervising **rehabilitation counseling** practicum students/interns, the supervisor must: (a) be a Certified Rehabilitation Counselor, or (b) have completed a minimum of 3 years professional experience in the discipline, and; (c) have knowledge of the program's expectations, requirements, and evaluation procedures for students.
7. Attends required Orientation Meetings and/or training at FIU scheduled by the Clinical Coordinator.

Faculty Supervisor

1. Coordinates the field experience to assure a successful program for the student.
2. Consults with the Site Supervisor and other district or agency counseling staff as needed.
3. Provides monitoring and supervision via group supervision meetings and individual meetings with students.
4. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor will assign a letter grade based on (a) the assessment of the student's completion of course requirements, (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor at both the midpoint (at the 6-7 week mark) and end of the Field Experience (see Appendix 2).
5. Visits the placement site to consult with the Supervising Counselor or other school/agency administrators as needed, or to conduct on-site observations of students. Progress of students may also be assessed by phone or e-mail.

Clinical Coordinator Responsibilities

1. Process student applications for field experiences.
2. Coordinates with agency personnel to finalize placements and obtain contractual agreements for Rehabilitation and Clinical Mental Health Counseling students.
3. Monitors the field experience process to assure quality of site placements and satisfactory experiences for counseling students.
4. Consults with faculty as needed regarding student progress and completion of field experiences.
5. Prepares letters of verification of completion of field experiences by counseling students.
6. Coordinates the Student and Site Supervising Counselors Orientation.
7. Maintains evidence of student liability insurance and passing of State certification exams.
8. Maintains and revises the Field Experience Handbook as needed.

Dr. Logan-McKibben serves as the coordinator for all School Counseling students and coordinates with district personnel and FIU's Office of Clinical Experiences to finalize placement sites and obtain contractual agreements for school counseling students.

Evaluation and Final Grades

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor at the midpoint and end of the semester, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to, the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor/Clinical Instructor and Site Supervising Counselor.
3. Completion of all required documentation, to include the time log signed by the Site Supervising Counselor and Faculty Supervisor.
4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and audiotapes or videotapes of counseling sessions. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.
5. Uploading of all Taskstream assignments required in practicum and internship courses.
6. Completing required assessments (see Appendix 3).

Application Process for Field Experiences: Clinical Mental Health Counseling and Rehabilitation Counseling

As of Spring 2012, the Counselor Education program does not offer school or mental health site placements outside of Miami-Dade and Broward counties.

Students must apply for field experiences by the following deadline dates:

Deadline Dates

June 15: **Fall** semester placement

October 1: **Spring** semester placement

March 1: **Summer** semester placement

Applications for Clinical Mental Health Counseling and Rehabilitation counselor field experiences are available on Tevera.

The completed packet includes:

1. Field Application
2. Transcript
3. Resume
4. Site Agreement
5. Agreement to Site Supervisor

Students may choose the geographical area or feeder pattern in which they would prefer placement (Miami Dade and Broward Counties only). Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placement.

Clinical Mental Health Counseling

Practicum Hours

1. **Clinical Mental Health Counseling practicum students** must complete a total of 400 hours at the placement site (160 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6800, Advanced Practicum in Counseling and Consultation. Beginning Fall 2020 due to COVID 19 accommodations students are required to complete 100 hours with 60 indirect and 40 direct.
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

1. **Clinical Mental Health Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6820, Supervised Field Experience in Counseling.
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

When securing a site at the interview you can ask the following questions: Clinical Mental Health Counseling Site Checklist

Practicum

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can the site provide me with 400 hours of work over 10-16 weeks? |
| <input type="checkbox"/> | Can the site provide me with 160 hours of direct (i.e., face-to-face) contact with clients? |
| <input type="checkbox"/> | Is there an LMHC, LMFT, LCSW, or psychologist to provide weekly supervision? |
| <input type="checkbox"/> | How many other mental health students are at this site? |
| <input type="checkbox"/> | What is the typical day like? |
| <input type="checkbox"/> | Which days and hours would you most prefer your interns to work? |
| <input type="checkbox"/> | What types of activities would I be expected to perform (e.g., individual counseling)? |
| <input type="checkbox"/> | Does the site prescribe to a specific theoretical orientation? |
| <input type="checkbox"/> | Will I have office space assigned? |
| <input type="checkbox"/> | What is the clientele like? |
| <input type="checkbox"/> | When might I first be assigned to my own clients? |
| <input type="checkbox"/> | How many clients might I expect to have assigned to me? |
| <input type="checkbox"/> | Will I be assigned at least one English-speaking client? |
| <input type="checkbox"/> | Will the site allow me to audio/video record clients with consent? |

Internship

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can the site provide me with 600 hours of work? |
| <input type="checkbox"/> | Can the site provide me with 240 hours of direct (i.e., face-to-face) contact with clients? |
| <input type="checkbox"/> | Is there an LMHC, LMFT, LCSW, or psychologist to provide weekly supervision? |
| <input type="checkbox"/> | How many other mental health students are at this site? |
| <input type="checkbox"/> | What is the typical day like? |
| <input type="checkbox"/> | Which days and hours would you most prefer your interns to work? |
| <input type="checkbox"/> | What types of activities would I be expected to perform? |
| <input type="checkbox"/> | Does the site prescribe to a specific theoretical orientation? |
| <input type="checkbox"/> | Will I have office space assigned? |
| <input type="checkbox"/> | What is the clientele like? |
| <input type="checkbox"/> | When might I first be assigned to my own clients? |
| <input type="checkbox"/> | How many clients might I be expected to have assigned to me? |
| <input type="checkbox"/> | Will I be assigned at least one English-speaking client? |
| <input type="checkbox"/> | Will the site allow me to audio/video record clients with consent? |

Rehabilitation Counseling

Practicum Hours

1. Rehabilitation Counseling practicum students must complete a total of 105 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6801, Advanced Practicum in Counseling and Consultation.
 - a. Direct Service: A minimum of 40 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship.
 - b. Indirect Service: 65 Indirect contact hours should be completed (NOTE: anything beyond 10 hours of professional development/workshops/trainings must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

1. Rehabilitation Counseling interns must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6821, Supervised Field Experience in Counseling.
 - a. Direct Service: A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
 - b. Indirect Service: Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Application Process for Field Experiences: School Counseling

Deadline Dates

APPLY (Begin fingerprinting/security process with FIU's Office of Clinical Experience no later than Feb. 1st):

- Fall Semester: Feb. 15th through March 1st
- Spring Semester: May 15th through June 1st

SUBMIT PRACTICUM/INTERNSHIP to School Counseling Track Coordinator:

- Fall Semester: March 1st
- Spring Semester: October 15th

(*There is no summer placement for School Counselors)

Students applying for School Counseling field experiences must visit the Office of Field Experiences (ZEB 130) to begin steps necessary for completion prior to turning in the application. This includes fingerprinting application and/or documentation regarding current employment in the school district (Miami Dade or Broward). Information can be found by accessing http://education.fiu.edu/clinical_experiences.html. Once requirements are completed, School Counseling students should submit applications to the School Counseling Track Coordinator (ZEB 244B) by deadlines listed above.

The placement site for School Counseling students is selected by Dr. Logan-McKibben in coordination with the school district/agency.. Determinations about placements take into consideration student preferences, as well as input from faculty and the supervising school counselor. Students may choose the geographical area or feeder pattern in which they would prefer placement. Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placements.

School Counseling Students: The State of Florida certification guidelines indicate that a school site placement (practicum or internship) should be in a Pk-12 grade setting (i.e., an elementary, middle, or senior high school). These schools operate during the regular, "A.M." working day. Consequently, students must make every effort to assure that their work schedules do not conflict with the hours of the practicum or internship. In most

instances, the school district will not place students in schools where they are employed, and during the employee's regular, working hours. Schools do not place students in the summer.

Practicum Hours

1. **School Counseling practicum students** must complete a total of 150 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6800, Advanced Practicum in Counseling and Consultation
 - a. **Direct Service:** Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

1. **School Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6820, Supervised Field Experience in Counseling.
 - a. **Direct Service:** Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours of professional development must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

The following checklist may be helpful for you to understand what are the considerations for a successful field experience.

School Counseling Practicum/Internship Site Checklist

Practicum

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can the site provide me with 150 hours of work over 10-16 weeks? |
| <input type="checkbox"/> | Can the site provide me with 40 hours of direct (i.e., face-to-face) contact with clients? |
| <input type="checkbox"/> | Is there a certified school counselor to provide weekly supervision? |
| <input type="checkbox"/> | How many other school counseling students are at this site? |
| <input type="checkbox"/> | What is the typical day like? |
| <input type="checkbox"/> | Which days and hours would you most prefer your interns to work? |
| <input type="checkbox"/> | What types of activities would I be expected to perform (e.g., individual counseling)? |
| <input type="checkbox"/> | Does the school counselor prescribe to a specific theoretical orientation? Do they follow the ACSA model? |

| | |
|--------------------------|---|
| <input type="checkbox"/> | Will I have office space assigned? |
| <input type="checkbox"/> | What is the student population like? |
| <input type="checkbox"/> | Will I have the opportunity to attend RTI, IEP, or other student service meetings and collaborate with other professionals? |
| <input type="checkbox"/> | When might I be assigned my own clients? |
| <input type="checkbox"/> | How many clients might I expect to have assigned to me? |
| <input type="checkbox"/> | Will I be assigned at least one English-speaking client? |
| <input type="checkbox"/> | Will the site allow me to audio/video record clients with consent? |

Internship

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can the site provide me with 600 hours of work? |
| <input type="checkbox"/> | Can the site provide me with 240 hours of direct (i.e., face-to-face) contact with clients? |
| <input type="checkbox"/> | Is there a certified school counselor to provide weekly supervision? |
| <input type="checkbox"/> | How many other school counseling students are at this site? |
| <input type="checkbox"/> | What is the typical day like? |
| <input type="checkbox"/> | Which days and hours would you most prefer your interns to work? |
| <input type="checkbox"/> | What types of activities would I be expected to perform (e.g., individual counseling)? |
| <input type="checkbox"/> | Will I have access to data to design interventions and programming? |
| <input type="checkbox"/> | Does the school counselor prescribe to a specific theoretical orientation? Do they follow the ACSA model? |
| <input type="checkbox"/> | Will I have office space assigned? |
| <input type="checkbox"/> | What is the student population like? |
| <input type="checkbox"/> | Will I have the opportunity to attend RTI, IEP, or other student service meetings and collaborate with other professionals? |
| <input type="checkbox"/> | When might I be assigned my own clients? |
| <input type="checkbox"/> | How many clients might I expect to have assigned to me? |
| <input type="checkbox"/> | Will I be assigned at least one English-speaking client? |
| <input type="checkbox"/> | Will the site allow me to audio/video record clients with consent? |

Appendix 1: Consent Forms



Parental Consent Form FIU

Dear Parent or Guardian:

This letter serves as notification that _____ a counselor in training will be providing services to the students at _____ for this semester. The student-counselor is enrolled in a nationally accredited Counselor Education program at Florida International University and is working under the direction of _____, a counselor at the school. The student-counselor receives further supervision from a faculty member at the university with whom he/she meets weekly. Some sessions may be audiotaped or videotaped to assist the student-counselor in reviewing the strategies used and improving his/her skills. The tape will be used solely for supervisory and instructional purposes and will be erased following the completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child's condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student-counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and or administrator who will in turn notify the appropriate parties.

If you are unwilling for your child's session(s) with the student-counselor to be taped, please return this letter with your signature. An absence of a response will indicate permission. If you have any questions, please contact me at _____.

Sincerely,

Student-Counselor

Supervising School Counselor

Department of Counseling, Recreation, & School Psychology
College of Arts, Sciences, and Education
School of Education and Human Development

11200 SW 8th Street • Modesto A. Maidique Campus, ZEB -313 • Miami, FL 33199 • Tel: 305-348-3418 • Fax 305-348-1515 • <http://education.fiu.edu>

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Adult Consent Form FIU

This is to provide my permission to engage in services provided by _____, a counselor in training. The student-counselor is enrolled in a nationally accredited Counselor Education program at Florida International University and is working under the direction of _____, a supervisor in the agency/school. The student-counselor receives further supervision from a faculty member at the university, _____, with whom he/she meets weekly. Some sessions may be audiotaped or videotaped to assist the student-counselor in reviewing the strategies used and improving his/her skills. The tape will be used solely for supervisory and instructional purposes and will be erased following the completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that you disclose a situation or event that presents and indicates clear and imminent danger to your or to another individual, or involves abuse of an elderly, minor or disabled persons, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Client signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____

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Formulario de Autorización para Cliente

Por medio del presente documento autorizo participar en sesiones de consejería grabadas en audio o vídeo con _____, un(a) Estudiante-Consejero matriculado(a) en el programa de postgrado Counselor Education de FIU, acreditado nacionalmente. El Estudiante-Consejero estará bajo la supervisión directa de _____, miembro docente de la facultad de FIU, y un terapeuta certificado, o con licencia del Estado de la Florida. Una grabación en audio o vídeo de la entrevista de consejería es necesaria para la supervisión e instrucción del Estudiante-Consejero. La cinta será usada solamente con propósitos de supervisión e instrucción, y se eliminará una vez concluida la clase. Toda la información reportada en la cinta se mantendrá bajo estricta confidencialidad.

Sin embargo, en caso de que usted revele una situación o evento que presenta e indica peligro claro e inminente para usted o para otra persona, o que implique abuso de un anciano, un menor de edad o personas incapacitadas, el estudiante-consejero estará ética y legalmente obligado a tomar acción directa, y personal, y reportar esta información al supervisor y/o administrador de la facultad o agencia, quien a su vez notificará a las partes correspondientes.

Firma del Cliente: _____

Fecha: _____

Firma del Estudiante-Terapeuta: _____

Fecha: _____

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Formulario de Autorización para Padres

Por medio del presente documento autorizo a mi hijo(a), o menor de edad dependiente, _____, para participar en sesiones de consejería grabadas en audio o vídeo con _____, un(a) Estudiante-Consejero matriculado(a) en el programa Graduate Counselor Education de FIU, acreditado nacionalmente. El Estudiante-Consejero estará bajo la supervisión directa de _____, miembro docente de la facultad de FIU, y un terapeuta certificado, o con licencia del Estado de la Florida. Una grabación en audio o vídeo de la entrevista de consejería es necesaria para la supervisión e instrucción del Estudiante-Consejero. La cinta será usada solamente con propósitos de supervisión e instrucción, y se eliminará una vez concluida la clase. Toda la información reportada en la cinta se mantendrá bajo estricta confidencialidad.

Sin embargo, en el evento de que la condición del menor de edad indique que existe un claro e inminente peligro asimismo, o para otro individuo, o si el menor de edad reporta información que involucra la infracción de leyes federales, estatales, o locales, el estudiante-consejero estará ética y legalmente obligado a tomar acción directa, y personal, y reportar esta información al supervisor y/o administrador de la facultad o agencia, quien a su vez notificará a las partes correspondientes.

Firma del Padre: _____

Fecha: _____

Firma del Estudiante-Terapeuta: _____

Fecha: _____

Firma del cliente menor de edad: _____

Fecha: _____

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Weekly Journal Summary: SKATES Form (School Counseling)

S=Skills, K=Knowledge, A=Attitudes, T=Thoughts, E=Ethics, S=Supervision

Please respond to each category.

| | |
|---|--|
| S | What did you learn to DO this week? |
| | |
| K | What did you learn ABOUT this week? |
| | |
| A | How has your experience this week ADDED to your view of being a professional school counselor? |
| | |
| T | What is your PLAN for next week in terms of skills, knowledge, and attitude? |
| | |
| E | What ETHICAL ISSUES did you encounter this week and how were they handled? |
| | |
| S | What would you like to receive SUPERVISION on this week? |
| | |



Client Recording Policy (Approved by CE Faculty 11/2018)

Students who record on their cell phones must use a password protected cell phone. In addition, students must use an encrypted recording application for all recordings. For I Phones (Apple), a free app , Protect + Audio Recorder by MoJoRocket Studios LLC is recommended. For Andriod phones, Protect+ MP3/WAV Voice Recorder w/ Encryption Free (\$3.99), also by MoJoRocket Studios LLC is recommended. Students may use another encrypted application but it must gain prior approval from the Clinical Coordinator or Faculty Supervisor.

Students who use a USB to transfer recorded files must ensure that the USB is encrypted. The code must be provided to faculty or supervisors under separate submission of the USB. Students are advised not to use any identifying information while recording a session with a client. To the extent possible, refrain from mentioning identifying information on the recording. For this reason, students are advised against recording initial or intake sessions with clients.

All recordings should be saved with code names or numbers, not client names. If a recording is backed up to a computer, the computer should be password protected. If at all possible, it is recommended that a recording not be downloaded to a computer. All recording devices should be kept on the student at all times. At no time, should a recording device be left unattended. Recordings need to be kept at a secure password-protected storage.

Any student who does not own a cell phone or requires a recording device, should contact the Clinical Coordinator for a loan of an encrypted recording device.

PROFESSIONAL BEHAVIOR AND HIPAA COMPLIANCE

Faculty, students, and supervisors are required to adhere to all legal and ethical standards at all times. Review ACA, ASCA, and ARCA guidelines prior to clinical work. Should an ethical violation occur during practicum/internship, immediately seek supervision.

The following list has been developed as a result of The Health Insurance Portability & Accountability Act (HIPAA). Should a student not comply with HIPAA or professional guidelines, the student will be given a verbal warning and depending on the seriousness of the violation, a written warning, a lowered grade for practicum or internship, and may be requested to discontinue practicum or internship.

General HIPAA Guidelines

- Do not discuss client issues outside of the clinic setting (other than in supervision). All client materials should be kept strictly confidential and secure. This includes files, notes and recordings.
- Client consent for recording must be obtained prior to any recording (see FIU Handbook for a form, if your site does not provide one).

- Assignments involving clients (e.g. recordings, case presentations) should not be e mailed to the professor. Instead, they should be hand delivered in a sealed envelope with no client identifying information.



Assessments to be Completed During Practicum and Internship

| <i>Instrument Name</i> | <i>Authors</i> | <i>When to be distributed</i> | | |
|---|-----------------------|--|--|---|
| <i>Counselor Activity Self-Efficacy Scale (CASES)</i> | Lent et al. | | Student completes during practicum (MHS 6800, RCS 6801, & SDS 6800) | Student completes near end of internship (MHS 6820, RCS 6821, SDS 6820) |
| <i>Counselor Competencies Scale Revised (CCS-R)</i> | Lambie (2017) | Faculty member completes at the end of MHS 5400; based on a video submission | Student & faculty supervisor: Beginning of practicum (MHS 6800, RCS 6801, & SDS 6800); based on a video submission | Student & faculty supervisor: End of internship (MHS 6820, RCS 6821, and SDS 6820); based on a video submission |
| <i>Student Performance Evaluation</i> | FIU | | Site Supervisor completes at mid-term and final of practicum (MHS 6800, RCS 6801, & SDS 6800) | Site Supervisor completes at mid-term and final of internship (MHS 6820, RCS 6821, and SDS 6820) |