

Counseling (CSL) Professional Practice Handbook

DEPAUL UNIVERSITY College of Education

The Urban Professional Multicultural Educator

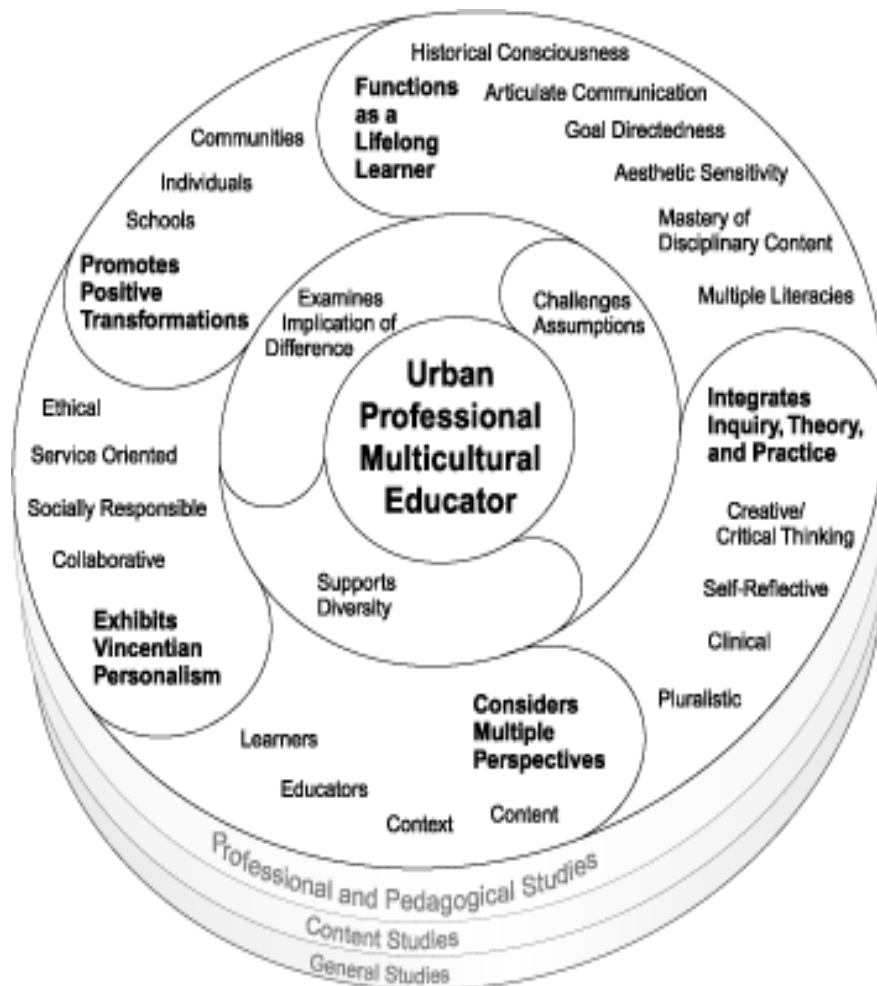


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Introduction

Welcome to the Professional Practice component of the Counseling (CSL) Program at DePaul University. The faculty of the CSL program believe that the effectiveness of the Professional Practice component depends on a collaborative relationship among many different entities - Professional Practice Site supervisors, DePaul University supervisors, faculty and administration, and counselor candidates. All of these entities form a team, with the ultimate goal of producing successful and reflective counselors.

We believe that the Professional Practice component (Practicum, Internship I and Internship II) is a time in which counselors-in-training are able to apply their academic knowledge gained from their Master's program at their chosen school and/or Professional Practice settings. With this in mind, the Professional Practice component has been designed to enable counselors-in-training to extend, refine and apply their counseling knowledge, awareness and skills in school and/or Professional Practice settings.

The Professional Practice component is based on the informed decision-making conceptual framework for counselor education taught by the faculty in the CSL program. This framework is grounded in the premise that being a reflective counselor is an ongoing process, in which counselors-in-training are encouraged to use thoughtful and practical experience in actual learning situations. Throughout the CSL program, students are encouraged to utilize reflective thinking in all of their courses. The decision-making conceptual framework is aimed at training counselors who can think critically and reflectively about their own practice, as well as engaging them in a process of integrating theory and practice in actual school and Professional Practice settings.

Counselor candidates will be evaluated on standards adopted by the College of Education. These standards are adapted from the National Council for Accreditation of Teacher Education (NCATE) standards. These pre-service standards are also aligned with those prepared by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

It is the goal of the Professional Practice experience team to design collaborative strategies that will enable us to train the next generation of counselors. Counselors-in-training, as they enter their professional careers, will utilize the education and guidance provided by both members of DePaul University's College of Education and their site supervisors at the Professional Practice settings in which they practice.

The CSL faculty, administrators, and university supervisors are always ready to assist you in any way possible. If there is anything we can do to support you in this Professional Practice phase of our program, please do not hesitate to contact Dr. Darrick Tovar Murray at 773.325.1672 or dtovarmu@depaul.edu. We look forward to working with you during this most exciting time.

Overview of the Professional Practice Handbook

The Professional Practice Handbook is prepared primarily for professionals who directly or indirectly assist with the Professional Practice experience for students in the Counseling Program at DePaul University. This Handbook is also useful for counselors-in-training who are applying counseling theories and skills during their work at their Professional Practice setting.

The Professional Practice Handbook is designed to address major questions students and professionals who assist with the Professional Practice experience of Counseling students' practicum and internship experiences may encounter. The expectations and requirements outlined in this handbook are necessary for students' successful completion of the Professional Practice program. Students are required to know the content of the information presented in this handbook. Additionally, students are required to visit the College of Education website for additional updates.

Due to the fact that counselor education programs are subject to continuous review, this handbook should not be considered a final product. The Handbook represents current expectations of accrediting agencies and recommendations of professionals in counselor preparation. Its intent is to enhance communications between and among college and off-campus cooperating personnel by providing the basic tenets upon which the program of Professional Practice experiences operates. If this is achieved, each person currently associated with Professional Practice experiences will be familiar with their purposes, procedures, and anticipated outcomes. This knowledge serves as the basis for implementation of and feedback from program components and re-conceptualizations as such needs are identified.

The Professional Practice Handbook provides current information and knowledge about many aspects of the counselor education program at DePaul University. It particularly focuses upon the relationships and roles of candidates and supervisors. It cannot and does not answer all questions or address all circumstances. It does, however, serve as a common guide to orient participants to roles, expectations, needs, and related processes. More importantly, it can serve as a stimulus for dialogue and discussion among all parties.

Philosophy of Counseling Practicum and Internship

The Counseling (CSL) Program is based on the model that professional and competent counselors must be trained from a strong counseling theoretical base that is grounded in the principles of the Urban Professional Multicultural Educator. Throughout the CSL program, counselors-in-training are encouraged to be practitioners who integrate theory and practice, consider multiple perspectives, exhibit [Vincentian personalism](#), promote positive transformation and function as life-long learners.

The conceptual framework, depicted graphically on the cover page, represents the shared vision of the Unit and its school and community partners and characterizes what is distinctive about the Unit's efforts to prepare educators to work in their chosen fields. It is carefully articulated, knowledge-based, and consistent with DePaul University's mission. Urban Professional Multicultural Educators bring knowledge and understanding, skills, dispositions, appropriate attitudes and above all, judgment to their roles as educators. For school, community, and college student development counselors, exercising good judgment involves not just knowledge of changes processes, learning, and subject matter.

Judgment also involves understanding the social and cultural contexts in which teaching and learning take place, as well as understanding the role of mental health and human development in the lives of individuals and in society. It also entails a solid knowledge base of ever-changing methodologies, technologies and resources.

The various professional education programs create the foundation for the development of urban professional multicultural educators by preparing them to examine the implications of difference for schools, communities, universities, and society, challenge assumptions, and support diversity. Engaging candidates mentally and emotionally in interactions that integrate inquiry, theory, and practice provides the condition for occurrence of positive transformations for faculty and candidates. Intellectual, ethical, and social transformations in turn create the ethos and beliefs that counseling children, adolescents, and adults and educating oneself are life-long processes.

The conceptual framework provides the context for competencies that candidates need to attain. The conceptual framework also defines a set of dispositions that are related to these competencies. Candidates are expected to develop not only the necessary knowledge and skills defined by local, state and national standards, but also the commitments to promote diversity, to integrate inquiry, theory, and practice, to consider multiple perspectives, as well as promote transformation, Vincentian personalism, and life long learning. Faculty members expect that candidates will monitor their own progress in attaining a foundational level of competence in each of these areas and that they will continue to build upon them throughout their careers as successful urban professional multicultural educators.

Overview of the Urban Professional Multicultural Educator Model

Urban Professional Multicultural Educators possess a number of values, beliefs, and attitudes that are central to their practice. The faculty expects you to develop these attitudes as you progress through your program. The points below are representative of (but not limited to) the values, beliefs, and attitudes that are central to your development as an Urban, Professional, Multicultural Educator.

Supports Diversity and Multiculturalism (challenges assumptions, examines implications of difference, supports diversity)

- Examines own relationships and expectations of clients in light of beliefs and assumptions about those who are different in race, culture, gender, or economic status
- Believes that all students can learn and persists in helping others achieve success

Promotes Positive Transformation (in individuals, schools, communities)

- Works to develop principles of democracy, equality, and social justice
- Works to remove barriers to individual and group expression of difference and diversity

Exhibits Vincentian Personalism (service oriented, socially responsible, collaborative, ethical)

- Exhibits special concern for those who are in need and/or marginalized in society
- Is committed to treating every individual with fairness, equity, and dignity

Considers Multiple Perspectives (educators, learners, content, contexts)

- Sees the value of considering the dynamics operating among educators, learners, content, and contexts when planning learning experiences or making educational decisions
- Sees the value of considering multiple theoretical perspectives when analyzing Professional Practice issues

Integrates Inquiry, Theory, and Practice (critical/creative thinking, pluralistic, self-reflective)
(Note: critical/creative thinking includes integrating knowledge, making reflective judgments, identifying significant ideas and underlying assumptions)

- Exercises sound judgment when making educational decisions and/or interacting with others
- Continually reflects on and evaluates the effects of learning

Functions as Life Long Learner (mastery of content, articulate communication, goal directed, historical consciousness, aesthetic sensitivity, multiple literacies)

- Works to increase understanding of the concepts, methods, and ways of knowing within a discipline/content area.
- Nurtures an appreciation of the humanities, arts, sciences, and technologies as a foundation for life long learning

The Professional Practice Experience

The Purpose of the Professional Practice Experience

Professional Practice -based experience at DePaul University is an integral part of the preparation of prospective counselors. The effectiveness of the Professional Practice program lies in the cooperative relationships developed between site supervisors, administrators, and faculty supervisors in the professional unit, and counselor education candidates. All are critical elements in the operation and success of these experiences.

Primarily, the purpose of Professional Practice experience (Practicum, Internship I and Internship II) is to prepare counselors-in-training to work effectively in specific professional roles. The main objective of the Professional Practice experience is to enable counselors-in-training to develop competencies necessary for the practice of counseling. In addition the Professional Practice experience is a time for counselors-in-training to enhance their professional identity through identification with the American Counseling Association (ACA) and the counseling profession. This experience is the vehicle for integrating, translating, and applying professional knowledge and best practice in actual school and Professional Practice settings.

The Professional Practice experience is sequenced so that candidates are involved periodically in a variety of field activities throughout the length of their professional program. Moreover, their degree of involvement and responsibility increases as they progress through the program from novice counselors-in-training to more advanced counselors-in-training. The general objectives of the Professional Practice experience are to:

- Prepare counselors-in-training to work in school, college/university, and community settings which support the work of professional counselors.
- Provide practicing counselors-in-training with opportunities to develop advanced counseling skills.
- Participate directly in a variety of settings concurrently with the academic portion of their program.
- Apply principles and strategies from the Urban Professional Multicultural Educator model in actual Professional Practice settings.
- Become involved in field activity by degrees, with increasingly more responsibility at each successive level.
- Have contact and experience with clients from a range of educational, social, cultural and family contexts.
- Observe the professional skills and related abilities of counseling practitioners.
- Have contact and experience with clients who have a range of intellectual and academic skills and related achievements.

The CSL program believes that the practicum and internship experience are integral parts of the counselor-in-training's overall experience. Practicum and internship provide students with opportunities to develop their counseling skills and to integrate theory and practice in actual Professional Practice, school and university settings. During this time counselors-in-training will learn an array of counseling skills to prepare for the world of work. Some skills are:

- Cognitive Skills: The ability to problem solve and think critically in actual Professional Practice settings.
- Interpersonal Skills: The ability to express the facilitative conditionings (empathy, unconditional positive regard, and genuineness) toward therapeutic clients.
- Affective Skills: The ability to understand interpersonal conflicts and respond to uncertainty in a professional manner.
- Personal Skills: The ability to understand one's own personal biases and how these biases impact others in professional settings.
- Professional Skills: The ability to understand and conduct oneself according to professional standards as a counselor; i.e., the American Counseling Association (ACA), the American School Counselor Association (ASCA), the American Mental Health Counselors Association (AMHCA), and the American College Personnel Association (ACPA) code of ethics.
- Organizational Skills: The ability to work within systems and understand organizational structure.

The CSL program believes that the practicum and internship experiences should be a collaborative effort between the counselors-in-training, DePaul supervisors and the site supervisors. This collaborative effort is aimed at developing the appropriate skills outlined above. Since supervision is an important aspect of the counselors-in-training practicum and internship experiences and for the development of a professional identity, this time should be used appropriately. During the Professional Practice experiences students will develop the following competencies:

- Demonstrate the ability to integrate theory and practice in actual school and Professional Practice settings.
- Develop an understanding of and respect for the role of a professional counselor.
- Demonstrate abilities in implementing appropriate treatment interventions and/or school/community programs for the needs of the clientele that is served.
- Address the needs of the school and/or organization through professional relationships with colleagues.
- Test one's personal/social suitability and commitment for a career in counseling.
- Use and enhance professional communication and human relations skills.
- Observe and become aware of the relationships among school, home, neighborhood, cultural and community contexts.

The Professional Practice Experience of Counseling Training is:

- A nerve-wracking time to wonder, “Do I really know what I’m doing?” and to know that you are not alone in your wondering.
- A capstone experience of your professional training as counselors.
- An opportunity to integrate your knowledge of theory and technique in an applied setting.
- A demonstration of your maturity as a counseling student and new professional.
- A chance for you to take risks and experiment with your creativity.
- An experience to use supervision wisely, liberally, and with respect.
- An opportunity to represent the counseling profession and DePaul’s counseling program to the community.
- A way to learn from others as well as teach others.
- A time to put to practice ethical, legal, and professional counseling behavior
- A chance to learn more about yourself through identifying your strengths and areas for growth, your likes and dislikes with regard to Professional Practice work, and your excitements and disappointments as you apply your knowledge – sometimes you don’t know until you try it.
- An exciting time to find out that you really do know what you’re doing and that you are doing it well.
- A culminating experience which reveals that you have learned many things, that you can apply some of those things, and that you still have much to learn.

Where Can I Find Professional Practice Settings to Perform My Internship?

Students are able to access an extensive list of possible sites for Professional Practice placement at the following website:

[http://education.depaul.edu/Programs/Departments/CSE_Counseling_Progr.a
sp](http://education.depaul.edu/Programs/Departments/CSE_Counseling_Progr.asp)

Professional Practice Application Process: Prerequisites

The prerequisites for beginning the Professional Practice experience (Practicum, Internship I and Internship II) include a satisfactory completion of the courses required for each concentration (Community Counseling, School Counseling and College Student Development). The prerequisites for each concentration are as follows:

Prerequisites for CSL 552 Practicum:

- Community Counseling: CSL 458, 461, 489, and 511
- School Counseling: CSL 475, 458, 461, 489, 519, 520, 521, and 523 (for non-teachers)
- College Student Development: CSL 458, 461, 511, and 492

The prerequisites for beginning the Internship I include satisfactory completion of the courses required for each concentration (Community Counseling, School Counseling and College Student development). The prerequisites are as follows:

Prerequisites for CSL 553 Internship I:

- For all concentrations: CSL 552
- For School Counseling: CSL 522 and 552

The prerequisites for beginning the Internship II include satisfactory completion of the courses required for each concentration (Community Counseling, School Counseling and College Student Development) The prerequisites are as follows:

Prerequisites for CSL 554 Internship II:

- For all concentrations: CSL 553

You must complete **any** course (s) with an Incomplete, “R”, or “M” as the grade. The grades of “C-“, “D” and “F” do not count.

Any student who does not receive a grade of “B” or better in their Professional Practice placements will need to repeat them.

IMPORTANT DATES TO REMEMBER

Please submit all applications and required forms for the Professional Practice experience to the Family Lab Coordinator, Julie Harris in SAC 212 or via email at jharri20@depaul.edu.

- The ***Initial Professional Practice Application Form*** are ***DUE*** no later than, assigned deadline,, **prior to starting CSL 552 the following Autumn Quarter.**
- The ***Placement Site Application Form, Placement Site Verification Form, Memo of Understanding and Responsibility and Checklist of Course history and Future Course Plan must be confirmed*** no later than April 9th, **prior to starting CSL 552 the following Autumn Quarter.**
- Proof of Insurance must be **submitted** no later than assigned deadline, **prior to starting CSL 552 the following Autumn Quarter.**

Professional Practice Application Process: Milestone Courses

This section of the manual addresses the Professional Practice Experience Milestone Courses. The Professional Experience Program has three Milestone Courses that you must complete before beginning the Professional Practice program. They are as follows: CSL 095, CSL 096 and CSL 097. These Milestone Courses are one time events to prepare you for your Professional Practice experience, rather than an ongoing weekly class session. Prior to enrolling in the Professional Practice experience all students must successfully complete the Milestone courses.

The First Milestone Course---CSL 095

- You must attend the Professional Practice orientation offered in the Autumn Quarter the year before you begin the Professional Practice Experience. The Professional Practice orientation will address all information for successful completion of the Professional Practice experience. Upon completion of the Professional Practice orientation, you will automatically be registered for CSL 095 and it will be posted on your transcript. All students must attend the Professional Practice orientation and there will not be any waivers of the above requirement.

The Second Milestone Course---CSL 096

- You must submit the completed ***“Professional Practice Application Form”*** to the Family Lab Coordinator in SAC 212 **on or before** the designated deadline **prior to starting CSL 552 in the following Autumn Quarter**. Upon completion of this milestone course, you will automatically be registered for CSL 096 and it will be posted on your transcript. The Coordinator of Advanced Programs will register you after the application deadline has passed. All students must turn in a completed application before the deadline and there will not be any waivers of the above requirement.

The Third Milestone Course---CSL 097

- You must submit the ***Placement Site Application Form, Site Verification Form, Memo of Understanding and Responsibility (MOU), and Checklist of Course History and Future Course Plan*** to the Family Lab Coordinator in SAC 212 **on or before** the designated deadline **prior to starting CSL 552 in the following Autumn Quarter**. Upon completion of this milestone course, you will automatically be registered for CSL 096 and it will be posted on your transcript. The Coordinator of Advanced Programs will register you after the application deadline has passed. All students must turn in a completed application before the deadline and there will not be any waivers of the above requirement.

The Fourth Milestone Course

You must submit proof of Liability Insurance to the Family Lab Coordinator at jharri20@depaul.edu or in SAC 212 on or before the designated deadline prior to starting CSL 552 in the following Autumn Quarter.

Note. All of the requirements must be completed in order to be registered for practicum and internship. There will not be any waivers of the above course requirements.

Professional Liability Insurance

Professional Liability Insurance

You must obtain liability insurance from the American Counseling Association and/or the American School Counselor Association. As members of these organizations, you are afforded student liability insurance. You may contact the American Counseling Association at <http://www.counseling.org> and/or the American School Counselor Association at <http://www.schoolcounselor.org>.

It is important for you to choose the highest level of liability. Your liability insurance number and certificate must be submitted with the Professional Practice Placement Application. You must submit a copy of your certificate of insurance to Julie Harris, Family Lab Coordinator in SAC 212 **on or before** the designated deadline **prior to starting CSL 552 in the following Autumn Quarter**. Additionally, it is critical that you update any changes to your address, telephone numbers, or e-mail address in DePaul's campus connection.

Note. All of the requirements must be completed in order to be registered for practicum and internship. There will not be any waivers of the above course requirements.

Professional Expectations for Practicum and Internship

Expectations for Practicum and Internship

The practicum/internship involve a collaborative relationship among counselors-in-training, DePaul supervisors and the site supervisors. This section of the handbook addresses professional expectations of counselors-in-training, Professional Practice sites and site supervisors. It is important to note that the sites and site supervisors must be approved by the CSL faculty. Site supervisors are to be skilled in supervision and have a Master's degree in a counseling related field.

Counselors-in-training are expected to:

- Select a Professional Practice site that is approved by the CSL Faculty and one that will enhance their Professional Practice skills. The practicum and internship must be qualitatively different than the student's current employment.
- Commit themselves completely to their assigned Professional Practice placement.
- Provide professional quality work.
- Be punctual, responsible, and professional at all times.
- Comply with DePaul University, College of Education, CSL, and local school/agency policies and procedures.
- Have the highest caliber of ethical conduct.
- Handle the resolution of any difficulties that arise in a professional manner.
- Meet regularly for supervision.
- Attend weekly practicum classes and internship seminars.
- Complete the requirements outlined in CSL 552, CSL 553, and 554 syllabi.
- Evaluate internship and supervision at the end of CSL 554.
- Inform DePaul supervisors about any of the following situations: serious difficulties or conflicts, changes in site supervisors, or changes in the practicum/ internship sites.

Expectations of Site and Site Supervisors:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student, site supervisor and DePaul supervisor.
 - The site should be a school, university/college or a Professional Practice setting that provides training as one of its functions.
 - Provide counselor-in-training with workspace and training of the required duties of a professional counselor or a student affairs professional for students in the student affairs concentration.
 - Provide counselor-in-training with opportunities to fulfill their requirements for the Professional Practice experience.
 - Provide a complete orientation of their school/agency/university (policies, expectations, rules, regulations, and procedures).
 - Facilitate access to appropriate records, data, and/or information.
 - Include counselor-in-training in meetings, conferences, seminars, and any related activities if appropriate.
 - Meet regularly - i.e., at least 1 hour for every 10 hours of internship or once per week - for supervision.
 - Contact the DePaul Supervisor when problems arise.
 - Share his/her evaluation with the counselor-in-training prior to sending the evaluation to the DePaul Supervisor.
- Return the counselor-in-training evaluation by the specified

CSL 552 - Practicum (Autumn Quarter)

What is Practicum?

Practicum is the initial Professional Practice experience for CSL students. A major objective of practicum is to provide counselors-in-training with an opportunity to begin the process of developing their professional identity as counselors. During this experience, counselors-in-training will be afforded opportunities to learn relevant counseling skills and apply those skills in real Professional Practice settings. This experience will allow counselors-in-training to professionally identify with the counseling profession and also incorporate the American Counseling Association (ACA) code of ethics in their professional identity. Below are goals and expectations of the practicum.

- All students are required to enroll in one quarter of practicum at a CSL faculty –approved site. An appropriate Professional Practice site allows for the practicum student to obtain audiotape, videotape, and written verbatim statement for the use of supervision.
- Students begin to experience themselves as counselors–in-training in actual school and counseling settings and develop competencies as counselors-in-training.
- Students will develop and continue to work on mastery of counseling skills in an agency, school, or university/college. Students will demonstrate the initial mastery of counseling skills such as empathy, unconditional positive regard, warmth etc.
- Students begin to learn the process and value of individual and group supervision and feedback. Students will receive supervision both onsite and at DePaul University. Students will use supervision to consult on Professional Practice cases, review tapes, incorporate feedback in Professional Practice sessions, develop professional identities, and enhance their Professional Practice skills.

Requirements for practicum:

- A minimum of 100 clock hours during the quarter.
- A minimum of 40 of these 100 hours to be spent in direct service to clients.
- A minimum of 10 of these 40 hours to be spent with clients in group settings.
- A minimum of 1 hour of supervision for every 10 hours of direct client hours with the on-site supervisor.
- One hour of weekly triadic supervision with the DePaul Supervisor.
- Weekly attendance of CSL 552 (3-hour class) and fulfillment of all course requirements.
- For school counseling students completing their practicum/internship in CPS High Schools ONLY: During the summer, many CPS High Schools participate in a program entitled, "Freshmen Connections." You are encouraged to join this program, should you be asked to do so. However, you MAY NOT take part in any unsupervised activities nor engage in any direct services to students (i.e., individual counseling, group counseling or classroom guidance) on your own. You may serve as an observer and/or coordinator of activities, but you may not be unsupervised or responsible for the care of students unattended by a CPS employee. Only 10 hours will count prior to the commencement of Autumn Quarter. Please seek consultation from the Professional Practice Director prior to accepting responsibilities at your site if you have any questions.

Note. All of the course requirements must be completed by the end of the practicum quarter. There will not be any waivers of the above course requirements

Internship - CSL 553 (Winter Quarter) and
CSL 554 (Spring Quarter)

What is Internship?

Internship is defined as a continuation of practicum with more intense Professional Practice experience and learning. The Internship consists of two courses: (Internship I - CSL 553 and Internship II - CSL 554). The primary goal of the two-course sequence of Internship is to serve as the culminating experience for interns seeking professional practice preparation for the counseling role in student affairs, K-12 schools, or community mental health settings.

Format and Requirements of Internship:

- Each quarter (CSL 553 and 554) should consist of 300 clock hours with a minimum of 120 clock hours of direct service work.
- Weekly interaction with an average of one (1) hour per week of individual supervision performed by the on-site supervisor.
- Attendance in class, CSL 553 and 554. Fulfillment of all class requirements.

Note. All of the course requirements must be completed by the end of the internship quarter. There will not be any waivers of the above course requirements

Professional Practice Site Visits

Format and Requirements of the Program:

CSL 552 / CSL 553 – The Beginning

First Meeting

- The counselor-in-training is responsible for arranging the first meeting with the DePaul Supervisor and a Site Supervisor. The purpose of the first meeting is to discuss the following:
 - Prior to the first meeting, the counselor-in-training will work with the Site Supervisor to formulate a Structured Contract for the practicum and internship. The contract needs to include outcome-based competencies that will be demonstrated by the counselor-in-training while in their Professional Practice placement (see handouts). The time commitment will also be specified for the counselor-in-training working at the Professional Practice placement.

CSL 554 – Final Quarter

Final Meeting

- The final meeting – again with the DePaul Supervisor, the Site Supervisor and the counselor-in-training– examines the completion of the 700 clock hours and the fulfillment of the contract.

A list of Professional Practice sites are located online at:

http://education.depaul.edu/Programs/Departments/CSE_Counseling_Progr.asp

APPENDICES: Required Forms



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Initial Application Form*

Please apply for the Professional Practice Experience the Winter Quarter ***before*** the Autumn quarter you plan to enroll in CSL 552 (Practicum). You must also attend the Professional Practice Experience Orientation offered in the Autumn Quarter one year before you begin the Professional Practice Experience courses.

Step 1: Applicant Information

Name: _____

DePaul ID No: _____

Address: _____

Home Phone: _____

City/State/Zip: _____

Work Phone: _____

E-mail: _____

Date: _____

**Update any changes to your address, telephone numbers, or email addresses in DePaul's campus connection and notify Julie Harris by emailing her at jharri20@depaul.edu.*

CSL Track: ____ Community Counseling ____ School Counseling ____ College Student Development

Step 1: Résumé.

Please Attach the Following:

- * An updated copy of your résumé

Step 2: Submitting this Application

Submit this completed Professional Practice Application and other requested documents to Julie Harris, Family Lab Coordinator in SAC 212 or via email to jharri20@depaul.edu by the deadline **prior to starting CSL 552 in the following quarter.**

I have attached the following:

- ☐ Updated Résumé



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Placement Site Application Form*

Step 1: Applicant Information

Name: _____ Date: _____

Address: _____ Home Phone: _____

City/State/Zip: _____ Work Phone: _____

E-mail: _____

DePaul ID Number: _____

**Update any changes to your address, telephone numbers, or e-mail address, in DePaul's campus connection and notify Julie Harris by emailing her at jharri20@depaul.edu.*

Step 2: Placement Information

Internship Site: _____

Address: _____

City, State, Zip: _____

Site Supervisor: _____

Office Phone: _____ E-mail: _____

Site Supervisor's Professional Degree: _____

Site Supervisor's Certification(s): _____

NOTE: School Counseling supervisors must have a Type 73 School Counseling certificate and at least three years of school counseling experience

Step 3: Verification of Your Placement and Submitting the Application

Submit this Placement Site Application form to Julie Harris, Family Lab Coordinator in SAC 212 or via email to jharri20@depaul.edu by the deadline **prior to starting CSL 552 in the following quarter.**

I have attached the following:

- ☐ Completed Professional Practice Experience Placement Verification form signed by Site Supervisor



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Placement Site Verification Form*

Submit this completed Professional Practice Placement Site Verification form to Julie Harris, Family Lab Coordinator in SAC 212 or via email at jharri20@depaul.edu by the deadline **prior to starting CSL 552 in the following quarter.**

Dear Colleague:

Welcome to the Counseling Program! We are grateful for your willingness to work with us and our students.

The excellence of the Counseling Program depends on the quality of Professional Practice experiences provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

Please complete and return this form to the DePaul University student who will be completing his or her practicum and internship at your institution. This information helps us to communicate and work effectively with you and your institution. It will also assist us in keeping the necessary data for our accrediting agencies. Thank you.

**Dr. Darrick Tovar-Murray
Professional Practice Director
Counseling Program**

DePaul University Student Information

Name of DePaul student: _____

Student ID: _____

Site Information

Name of School: _____

School Address: _____

Site Supervisor Information

Name of Site Supervisor: _____

Level of Education (degrees earned):

- | | <i>Subject</i> | <i>College/University</i> |
|--|----------------|---------------------------|
| <input type="checkbox"/> Bachelor's in _____ | _____ | _____ |
| <input type="checkbox"/> Master's in _____ | _____ | _____ |
| <input type="checkbox"/> Ph.D. in _____ | _____ | _____ |

You must list ALL valid certificates & licensures held. NOTE: School Counseling supervisors must have a Type 73 School Counseling certificate and at least three years of school counseling experience.

Certificate Number

Initial or Standard

Type

Expiration Date

Signature of Site Supervisor: _____ Title _____ Date: _____



DEPAUL UNIVERSITY

College of Education Counseling Program Memo of Understanding and Responsibility (MOU)

Submit this completed Memorandum of Understanding ("MOU") to Julie Harris, Family Lab Coordinator in SAC 212 or via email to jharri20@depaul.edu by the deadline **prior to starting CSL 552 in the following quarter.**

It is the responsibility of the student ("Counselor-in-Training") to present this MOU to the practicum site ("Site") before any practica work begins. This MOU must be read by all parties involved before signing.

The purpose of this MOU is to state clearly the responsibilities of all parties involved in the clinical placement that is the subject of this MOU ("Clinical Placement") at DePaul University ("DePaul").

The term of this MOU will begin on _____ and will end on _____. DePaul retains the right to terminate the Professional Practice Placement at any time for any reason. The Site retains the right to request withdrawal of any Counselor-in-Training whose conduct or work violates the policies and procedures of DePaul or the Site, but only after first consulting with DePaul to try and resolve the matter without removing the Counselor-in-Training from the Professional Practice Placement. This MOU may only be renewed by mutual written agreement of the parties.

Counselor-in-Training is expected to:

- Comply with DePaul, College of Education, CSL, and Site's policies and procedures.
- Make every effort to meet the Site's expectations for work performance, including standards for work quantity and quality, adherence to agreed upon work schedule and other expectations.
- Make the best use of the learning environment that has been provided by taking advantage of opportunities to acquire new skills, knowledge and awareness.
- Balance the demands of work and school such that neither suffers, especially during the clinical experience.
- Inform the Director of Professional Practice Services of any potential problems or changes involving the clinical placement in a timely manner so that appropriate interventions can be made.
- Read and understand the American Counseling Association Code of Ethics and/or the American School Counselor Association Code of Ethics and practice in accordance to these standards.
- Follow the guidelines and procedures outlined in the Professional Practice Handbook (*Practicum and Internship Manual: Policies and Procedures*) of DePaul, as well as all other DePaul policies, including the Code of Student Responsibility and policies articulated in the Graduate Student Handbook.
- Keep site supervisor informed regarding the field experience.
- Immediately contact the DePaul supervisor should any problem or change in relation to the placement site occur.
- Demonstrate a minimal level of competency in specified counseling knowledge, skills and attitudes in order to receive a passing grade.
- Attend classes and supervisory sessions fully prepared as outlined by the course requirements and supervisor's expectations.
- Comply with the rules and regulations of the Site (e.g., report writing, in-service training, etc.).
- Complete the requirements outlined in CSL 552, CSL 553, and 554 syllabi.
- Evaluate internship and supervision at the end of CSL 554.
- Inform the Director of Professional Practice Services and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The Site is expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student, site supervisor and DePaul supervisor.

- Provide adequate orientation, training and supervision to intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the student's abilities, knowledge and interests to the fullest extent possible.
- Inform the Director of Clinical Services in a timely manner of any potential problems or changes involving a student's clinical placement, so that appropriate intervention(s) can be made.
- Use the organization's resources to create a learning environment in which the student can acquire marketable skills and experiences and make a valuable contribution to the Site.
- Assign a supervisor who has the appropriate credentials, time and interest for training the intern student.
- Provide opportunities for the student to engage in a variety of counseling activities under direct supervision of a supervisor with the appropriate credentials.
- Provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the student, and to return them in a timely fashion.
- Immediately contact the DePaul supervisor should any problems or changes in relation to the student and placement site occur.
- Allow audio-tapings for counseling sessions and coordinate client pre-consent to audio-recordings
- Maintain, and provide proof to DePaul of, professional liability insurance of at least One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate. If requested by DePaul, Certificates of insurance evidencing coverage as specified above must be produced prior to the Clinical Placement.
- Defend, indemnify, and hold DePaul, its affiliates, trustees, directors, officers, faculty, employees, and agents, past or present, harmless from and against all claims, causes of action, fees, liabilities, damages, expenses (including reasonable attorney's fees) and costs relating to or arising from or based upon the negligent or willful acts, omissions, or breach of warranty by Site or its employees or agents in relation to the Clinical Placement.
- Comply with all applicable laws during the Clinical Placement, including, but not limited to, laws related to workplace discrimination and workplace safety. The Site also agrees to comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act of 1974 (FERPA).

DePaul is expected to:

- Meet regularly with intern to discuss progress and to verify student's performance on the academic component. Provide triadic supervision weekly for one hour during CSL 552.
- Fairly evaluate student's work both academically and experientially.
- Notify the Director of Professional Practice Services in a timely fashion if any problems arise.
- Be available for face-to-face, telephone, and/or email consultation with both site supervisor and student intern.
- Send evaluation forms to site supervisor.
- Make at least one site visit each quarter.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance, and to return them in a reasonable manner.
- Orient student, site supervisor and DePaul supervisor to the monitoring and evaluation procedures.
- Monitor the clinical placement through face-to-face, telephone, and/or email contact with site supervisor, DePaul supervisor and student throughout the clinical experience, including a visit to the placement site of deemed necessary.
- Make appropriate interventions involving the student's clinical placement when problems occur, including recommendations for altering or terminating the Professional Practice experience when necessary.

The parties understand that the Counselor-in-Training will be in a learning situation and that the primary purpose of the Clinical Placement is for the Counselor-in-Training's learning. The Counselor-in-Training will receive academic course credit from DePaul for the educational experiences at the Site, and the coursework associated with those educational experiences assigned by DePaul. If a Counselor-in-Training is not otherwise an employee or independent contractor of the Site or DePaul, s/he shall neither be compensated by either party for his/her participation in the Professional Practice Placement nor covered under DePaul's or the Site's Worker's Compensation, social security, or unemployment compensation programs. If any Counselor-in-Training is otherwise an employee or independent contractor of the Site, the Site shall assume full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The Counselor-in-Training's Professional Practice Placement work shall not at any time replace or substitute for any employee nor shall the Counselor-in-Training perform any of the duties normally performed by an employee of the Site as part of the Professional Practice Placement except as such duties are a part of the Counselor-in-Training's training and are performed by the Counselor-in-Training under the direct supervision of the assigned supervisor of the Site.

(Site Name)_____ contractually agrees to place (Student Name)_____ with a site supervisor that will fulfill the following requirements for the entire clinical placement (practicum/internship).

1. The intern's site supervisor must have a minimum of 3 years prior professional counseling experience PRIOR to accepting an intern for the fall
2. Ability to provide 1 hour of supervision for every 10 hours of intern work
3. The site supervisor must hold a valid licensure or certification based on the following counseling tracks:

School Counselors Track: Type 73 with a school counseling endorsement. A Type 73 with a social worker endorsement will NOT WORK.

College Student Development Counselors Track: The on-site supervisor, at the time of supervision, shall be trained in college student development/student affairs, has worked in the field with direct student contact for 3 years, and holds at least a Master's degree in college student development or the equivalent.

Community Counselors Track: LCPC, LCSW, or be a licensed psychologist or psychiatrist. An LPC will NOT WORK.

4. The site must allow audio-recordings of each counseling session for the intern to evaluate and gain feedback on their counseling techniques in class (afterward, the tape will be destroyed)
5. The site must allow 700 Professional Practice hours (60% indirect client contact hours and 40% direct client contacts hours)

Internship Hour Breakdown	Practicum		Internship 1	Internship II
	Hours Required			Total
Direct Client Contact	40	120	120	280
Indirect Client contact	60	180	180	420
Totally per quarter	100	300	300	700

Student Agreement to Memo of Agreement:

 Counselor-in-Training

 Date

 Site

 Date

 DePaul University



DEPAUL UNIVERSITY

College of Education Counseling Program Student Agreement

Directions: Student is to complete this form and submit a copy of this agreement to the Family Lab Coordinator, Julie Harris, in SAC 212 or via email at jharri20@depaul.edu by assigned deadline.

1. I hereby attest that I have read and understood the American Counseling Association Code of Ethics and/or the American School Counseling Association Code of Ethics and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part may result in my removal from practicum/internship, a failing grade and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the placement site.
3. I understand that my responsibilities include keeping the Co-Directors of Professional Practice Services, my DePaul Supervisor and site supervisor(s) informed regarding my practicum/internship experience. I understand that it is my responsibility to provide my DePaul Supervisor and Site Supervisor with the appropriate materials needed for supervision.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skills, knowledge, and competencies and complete all course requirements as required.
5. I further understand and agree to follow the guidelines and procedures outlined in the Professional Practice Handbook (*Practicum and Internship Manual: Policies and Procedures*) of DePaul University.

Student Intern

Date

NOTE: Your signature indicates: (1) your approval of the Professional Practice Experience Program; (2) your understanding of the academic requirements; and (3) your commitment to the Professional Practice Experience Program.

Milestone Checklist:

ATTENTION: Please make sure you have turned in all of the following. You will not be able to continue on in the program, unless you have turned in all the forms below on time.

Milestone #1 - Professional Practice Orientation – Sat., Oct. 13th

Milestone #2 - Monday, Jan. 14th

- Initial Application Form Due

Milestone #3 – Due by Monday, May 20th:

- Placement Site Application Form
- Site Verification Form
- Student Agreement Form
- Submit unofficial Course History Report and Future Course Plan from campus connect

Milestone #4 – Due by Monday, June 10th:

- Proof of Insurance due (Acceptable proof is a receipt from the American Counseling Association (ACA) or the American School Counselor Association (ASCA). You must include the following information: your insurance policy number, policy expiration date, your name and your address
- If your contact information (especially your email address) changes at any point, please make sure you let Julie Harris know by emailing your updated information to her at jharri20@depaul.edu
- After submitting each form that is due, you will receive a confirmation that it has been received. If you do not receive a response that your forms have been received, please contact Julie Harris at jharri20@depaul.edu.



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Client Consent Form*

I _____, agree to be counseled by a practicum/intern student at DePaul University and participate in counseling interviews that will be audiotaped, videotaped, and/or viewed by practicum/intern student and a supervisor.

I understand that the practicum/intern student is a graduate student who has completed advanced coursework in counseling at DePaul University's Counseling Program.

I understand that the practicum/intern student will be supervised by both a DePaul supervisor and a site supervisor.

I understand that taping of counseling sessions will be used to provide the practicum/intern student with supervision and training that will ensure that I receive the highest quality of counseling possible.

I further understand that taping of counseling sessions will be handled with the highest level of confidentiality, stored in a secure location, and erased after each supervision session.

I also understand that taping of counseling sessions are voluntary and will never be done without my consent.

Client's signature: _____

Age: _____ Date: _____

Student Intern Signature: _____



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Student Consent Form*

Dear Parent or Guardian:

My name is _____ and I am finishing my Master's degree at DePaul University. This year I am working in your child's school so that I can improve my counseling skills and my understanding of students and their needs.

While working in your school, I am expected to audio/video tape some of my counseling sessions with students so that my supervisors can monitor my progress. Therefore, I am asking your permission to tape counseling sessions that I plan to conduct with your child. If you grant permission for me to tape the sessions, please complete the form below with your student. Should you have any questions, please call me at: _____.

I _____ (student name), agree to be counseled by a practicum/intern student at DePaul University and participate in counseling interviews that will be audiotaped, videotaped, and/or viewed by practicum/intern student and a supervisor.

I understand that the practicum/intern student is a graduate student who has completed advanced coursework in counseling at DePaul University's Counseling Program.

I understand that the practicum/intern student will be supervised by both a DePaul supervisor and a site supervisor.

I understand that tapes of counseling sessions will be used to provide the practicum/intern student with supervision and training that will ensure that I receive the highest quality of counseling possible.

I further understand that tapes of counseling sessions will be handled with the highest level of confidentiality, stored in a secure location, and are erased after each supervision session.

I also understand that taping of counseling sessions are voluntary and will never be done without my consent.

Parent/Guardian Signature: _____

Student's Signature: _____

Age: _____ Date: _____

Student Intern Signature: _____



DEPAUL UNIVERSITY

*College of Education
Counseling Program
Child / Adolescent Client Consent Form*

I consent that _____ may be counseled by a practicum/intern student at DePaul University and participate in counseling interviews that will be audiotaped, videotaped, and/or viewed by practicum/intern student and a supervisor.

I understand that the practicum/intern student is a graduate student who has completed advanced coursework in counseling at DePaul University's Counseling Program.

I understand that the practicum/intern student will be supervised by both a DePaul supervisor and a site supervisor.

I understand that taping of counseling sessions will be used to provide the Practicum/Intern student with supervision and training that will ensure that my child receives the highest quality of counseling possible.

I further understand that taping of counseling sessions will be handled with the highest level of confidentiality, stored in a secure location, and erased after each supervision session.

I also understand that taping of counseling sessions are voluntary and will never be done without my consent.

Parent/Guardian name: _____

Parent/Guardian signature: _____

Name of minor: _____

Signature of minor (12 yrs. and older): _____

Age of minor: _____ Date: _____

DePaul Student Intern Name: _____

DePaul Student Intern Signature: _____

EXAMPLE OF WEEKLY ACTIVITY LOG 200_ to 200_ ACADEMIC YEAR

Intern's Name: _____

Week of: _____

Practicum ____ Internship I ____ Internship II ____ Quarter & Year _____

Direct Client Contact Hours:	Number	Hours
Individual		
Group		
Class Guidance		
Consultation (Parent and Teacher)		
Coordination (Pstsec Educ, Peer Intv)		
Program Management		
Case Management		
Other		
Total Direct Client Contact Hours:	0	0

Indirect Contact Hours:	Number	Hours
Staff meetings		
In-service training sessions		
Outreach/workshops given		
Paperwork		
Assessment (tests given)		
Other		
Total Indirect Contact Hours:	0	0

Total Supervision Hours:	Number	Hours
DePaul Supervision (Group)		
Site Supervision (Individual)		
Total Supervision Hours:	0	0

Hours	Practicum Hours Required	Internship I Hours Required	Internship II Hours Required	Total
Direct client contact	40	120	120	280
Indirect client contact	60	180	180	420
Total per quarter	100	300	300	700

Intern: _____

Date

Site Supervisor: _____

Date

DePaul Supervisor: _____

Date

**Counseling
College of Education
DePaul University**

**EXAMPLE OF SUMMARY ACTIVITY LOG 200__to 200__
ACADEMIC YEAR**

Intern's Name: _____

Practicum ____ **Internship I** ____ **Internship II** ____ **Quarter & Year** _____

Week	Beginning Monday:	Direct	Indirect	Total
1	9/3/200__			0
2	9/10/200__			0
3	9/17/200__			0
4	9/24/200__			0
5	10/1/200__			0
6	10/8/200__			0
7	10/15/200__			0
8	10/22/200__			0
9	10/29/200__			0
10	11/5/200__			0
11	11/12/200__			0
12	11/19/200__			0
		0	0	

NOTES:

Practicum Supervision Log (Autumn Quarter)

Student Intern _____ Site Supervisor _____

Date	Site Supervisor Signature	Student Intern Signature
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_____ Student Intern	_____ Date
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_____ Site Supervisor	_____ Date
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Internship I Supervision Log (Winter Quarter)

Student Intern _____

Site Supervisor _____

Date**Site Supervisor
Signature****Student Intern Signature**_____
Student Intern_____
Date_____
Site Supervisor_____
Date

Internship II Supervision Log (Spring Quarter)

Student Intern _____ Site Supervisor _____

Date	Site Supervisor Signature	Student Signature
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_____ Student Intern	_____ Date
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_____ Site Supervisor	_____ Date
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