

*College of Education
Counseling Program*

**PRACTICUM AND
INTERNSHIP HANDBOOK**



**ROOSEVELT
UNIVERSITY**

ROOSEVELT UNIVERSITY

PREFACE

This handbook is prepared so that students, site supervisors and university supervisors will possess the objectives, policies, procedures, and evaluation criteria that pertain to the Practicum and Internship experience.

There are many procedures, sequences of courses, deadlines, and academic requirements that students need to know if they are to progress smoothly through the counselor preparation program. This handbook will provide you with the basic information and guidelines for planning the field placement component of your program. **IT IS THE STUDENT'S RESPONSIBILITY TO KNOW THE INFORMATION IN THIS HANDBOOK AND TO MEET ALL DEADLINES AND RESPONSIBILITIES.**

The faculty of Roosevelt University's Counseling Program believes and expects that our students and supervisors epitomize high standards of dedication and professional commitment. We invite you to join us in a mutually stimulating and positive Practicum and Internship experience.

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TABLE OF CONTENTS

	PAGE
I. THE UNIVERSITY.....	5
II. THE GRADUATE SCHOOL.....	5
III. COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK.....	5
IV. COUNSELING CURRICULUM.....	9
V. PRACTICUM AND INTERNSHIP COURSE OBJECTIVES.....	10
A. CHS 427 Practicum: Beginning Clinical Practice.....	10
B. CHS 498 Internship: School Counseling.....	10
C. CHS 599 Internship: Clinical Mental Health Counseling.....	11
VI. APPLICATION PROCEDURES FOR FIELDWORK.....	12
VII. PROFESSIONAL LIABILITY INSURANCE.....	13
VIII. OBTAINING A PLACEMENT.....	13
IX. SPECIFIC PROGRAM REQUIREMENTS.....	14
X. EXPECTATIONS OF THE UNIVERSITY, SITE, AND STUDENT.....	15
A. Expectations of Roosevelt University, the Department of Counseling, and University Supervisor.....	15
B. Expectations of the Practicum/Internship Site.....	16
C. Expectations of the Practicum /Internship Site Supervisor.....	17
D. Expectations of the Practicum/Internship Student.....	18
XI. PROBLEM RESOLUTION.....	19
XII. PRACTICUM AND INTERNSHIP FORMS.....	19
Written Plan for Meeting Prerequisites.....	20
Application for Practicum and Internship.....	22
Student's Site Description.....	24
Internship Prospectus.....	25
The Internship Plan.....	26
Audio/Video Consent Form.....	27
Site Supervisor Information Form.....	28

I. The University

Roosevelt University was founded in 1945 and offers more than 60 graduate and undergraduate programs at the downtown Chicago campus and the Robin campus in Schaumburg. The University includes the five colleges: College of Arts and Sciences, Walter E. Heller College of Business Administration, Chicago College of Performing Arts, Evelyn T. Stone University College, and the College of Education. The University is accredited by the North Central Association of Colleges and Schools.

II. The Graduate School

The Graduate School grants master's degrees across the five colleges. Doctoral degrees are offered through some programs within the College of Arts and Sciences and the College of Education. The Graduate School is a member of the Midwest Association of Graduate Schools.

III. The College of Education Conceptual Framework



Roosevelt University a private, metropolitan, non-sectarian institution of higher learning was founded in 1945 with the mission to provide equal educational opportunity to students of all backgrounds. A heterogeneous student population, diverse in ethnicity, income, age, and background, continues to be a distinctive characteristic of Roosevelt University. The faculty and administration of the University, influenced by this history and distinctive environment, located in two very different social settings, recognize a responsibility to serve as a major educational and cultural resource to the metropolitan society.

Both professional candidates and faculty members of the College of Education at Roosevelt University are committed to democratic participation in communities of learning in developing and expanding:

Devotion to Social Justice and Global Responsibility

The College of Education recognizes that it is a remarkable privilege and a profound responsibility to influence the identity and conduct of education for the twenty-first century. Education can transform individuals and societies. It is a life-long endeavor with each person acting as both teacher and learner in a variety of contexts. The philosophical assumptions that are the basis of our understanding of education's purpose are an acceptance of global responsibility and a devotion to the Earth and its peoples. This goal is achieved through:

- Exercising an ethic of care

Education is a worthy human activity that is integral to the betterment of the world. Such education is based on an ethic of care and a positive regard for the learner that strives for his or her welfare, acknowledging both learner and teacher are inevitably participating in a larger web of existence. We are educators who carefully attend to our students, our colleagues, their families, and to the wider society and shared environment. We foster democratic deliberation in all dimensions of educational practice.

- Inviting and engaging human diversity

Devotion to diversity is finding the differences within the human community as sources of insight, rather than alienation, and calling out the many kinds of understanding to full deliberation. It is our responsibility to encourage the different voices that live within and without the democratic learning community of educators who invite and empower diverse voices and ensure that curriculum and instruction is responsive to all learners in the community.

- Advocating social change

To be genuine to Roosevelt University's charter and the College of Education's commitment to caring and diversity in democratic learning communities, we advocate for social equality with special attention to educational resources. We integrate justice concerns into the dynamics of educating and act on behalf of socially, economically, and politically marginalized peoples. This translates to underscoring the social relevance of education and advocating for public policies that will advance the well-being of learners through democratic practice.

Respect for Knowledge and Learning

The College of Education recognizes knowledge as a powerful agent for affecting a better world. This respect for knowledge and learning demands that we accept knowledge on its own terms, constituted of various structures, purposes, and discourses, and that we acknowledge learning as "acts of meaning" (Bruner, 1990) rather than mimetic training, i.e., imitating the words and action of a teacher. This goal is achieved through:

- Engaging and developing multiple critical literacies

The varied paths of knowledge demand that a member of the College of Education construct and exercise a variety of literacies or ways of thinking, talking, and writing about the world. Respect

for knowledge means we continue to develop multiple critical literacies, effectively and meaningfully communicating in various academic disciplines, multiple intelligences, and social discourses through written, verbal, visual, and technological media. By engaging in diverse discourses created by individual and social differences and exercising multiple intelligences, we critically evaluate theories, contest the validity of knowledge statements, and expand personal and social understanding.

- Expert participation in specialized ways of knowing and in integrating educational foundations to professional practices

It is our professional responsibility to participate as experts in disciplinary ways of knowing, contributing to this knowledge and guiding others in developing critical literacies. This expertise is validated by both broad and specialized scholarship in the academic or professional knowledge base, continued scholarship in this field of study, and contributing to the knowledge and/or educational designs for this field. It is also a dimension of the profession to be able to apply foundational knowledge of educational history, philosophy, sociology, political analysis, and psychology. This knowledge base extends to attending to individual student differences and addressing the needs of students with identified special needs.

- Adaptive decision making

As adaptive decision-makers, we recognize diverse approaches to framing a problem or considering relationships and engage in various methods to acquire knowledge, develop understanding, and effect solutions. In exercising intelligence in diverse contexts to better understand the purposes and dynamics of education, we reshape our philosophic assumptions and transform our professional practices.

Passion for the Educator's Craft

The College of Education recognizes that the remarkable professional educator whether counselor, school administrator, or teacher combines personal artistry with technical skills. Artistry and technical competence are the hallmarks of a craft. The essential element in the making of the remarkable educator, however, is a passion for the educator's craft, an enthusiasm that issues from the dispositions and understandings of the educator (Fried, 1995). Passion is a holistic urging and response to share and construct meaning. The passionate educator recognizes the multiple responsibilities and opportunities that constitute the profession. This passion extends to the various roles of the educator.

- As advisors/counselors, we creatively engage with learners, taking the initiative to gain personal knowledge about their lives and communities. This is an act of compassion, a willingness to share both our experiences and essential knowledge to motivate learning and act for the well-being of the learners.
- As instructors/facilitators, we develop and implement curriculum and instruction that is responsive to student interests and needs to engage learners in the continuous generation and application of complex ideas, theories, and judgments. Through a variety of assessment methods, we assist learners in critical evaluation of their knowledge and skills through their

products and processes. We are responsive to student differences in background and development. We consider democratically the dilemmas that arise in a learning community.

- As colleagues to other professionals and members of the wider community involved in the practice or support of education, we extend this collegial network by employing contemporary technology to advance the learning and well-being of learners.
- As reflective practitioners, we are continual learners who keep our eyes wide open, analyzing and evaluating our craft to affect personal and professional growth. We are engaged in various forms of inquiry into the craft's techniques and the contexts of learning. Given equal emphasis is critical consideration of the social, economic, and political dimensions of education and schooling.
- As educational leaders engaged in the continual transformation of the craft, we combine reflective practice with a passion to extend the excellence of the profession. We assume leadership so that the educator's craft and the institutions where the craft is practiced are socially effective and personally beneficial to all members of the community. Progressively contributing to the knowledge base of the profession, we help to address social and individual needs with quality and equity.

These three values underlying the Conceptual Framework of the College of Education are reflected in the Counseling Program in the following ways:

1. Devotion to Social Justice and Global Responsibility

All Core Areas relate to this component of the Conceptual Framework to some degree. The basic philosophical foundation underlying all courses within the counselor education curriculum is to understand each person as an individual member of the human race who has been influenced by his/her unique social and cultural environment. Each person must be understood from the collective perspective of his/her human, cultural, and individual self. This orientation and attitude relates to all functions of the counselor (i.e., assessing, advising, guiding, and counseling). The primary Core Area that sets the tone for this philosophical orientation is Core Area 2: Social and Cultural Diversity.

2. Respect for Knowledge and Learning

The student in counselor education must both acquire an understanding of and demonstrate an ability to perform in many specialized areas relating to the complexity of psychological and social development. The student must also demonstrate an ability to take the specialized knowledge and adapt it to the unique needs of individuals in order to establish a facilitative counseling environment in which the client can grow and thrive. Some courses focus on cognitive information and some on facilitating the art of counseling (i.e., adaptive decision-making). The primary Core Areas related to this component of the Conceptual Framework are Core Area 1: Human Growth and Development, Core Area 3: Helping Relationships, Core Area 4: Group Work, Core Area 5: Career Development, and Core Area 6: Assessment.

3. Passion for the Educator's (Counselor's) Craft

The courses relating to this component of the Conceptual Framework are the research and experiential field courses. The primary Core Areas are Core Area 7: Research and Program Evaluation and Core Area 8: Professional Identity.

IV. COUNSELING CURRICULUM

All students take all the core courses. Each student then completes all courses required of his or her selected specialization. All courses carry 3 semester hours of credit.

Core courses required for all students in every specialization area:

CHS 400 Foundations in Counseling
CHS 401 Ethical, Legal, and Professional Issues in Counseling
CHS 406 Fundamentals of Statistics, Research, and Program Evaluation
CHS 411 Social and Cultural Foundations
CHS 413 Counseling Theory and Practice
CHS 416 Human Appraisal
CHS 417 Career and Lifestyle Development
CHS 421 Theories and Dynamics of Group Counseling
CHS 426 Pre-Practicum: Techniques and Interventions
CHS 457 Human Growth and Development

The Clinical Mental Health specialization requires the following courses in addition to the core courses:

CHS 419 Psychopathology: Diagnosis and Treatment Planning
CHS 420 Family, Marriage, and Relationship Counseling: Theories and Therapeutic Modalities
CHS 422 Topics in Substance Abuse and Addictive Disorders
CHS 427 Practicum: Beginning Clinical Practice
CHS 431 Counseling and Consultation in Mental Health Settings
CHS 464 Child and Adolescent Counseling
CHS 599 Internship: Clinical Mental Health Counseling (6 credit hours over two semesters)
Two electives chosen with the consent of the advisor in specialization

The School Counseling specialization requires the following courses in addition to the core courses:

CHS 414 Seminar in School Counseling
CHS 415 School Environment, Classroom Management and Consultation*
CHS 418 Organization, Administration, and Leadership of Effective School Counseling Programs*
CHS 422 Topics in Substance Abuse and Addictive Disorders**
CHS 426 Pre-Practicum: Techniques and Interventions
CHS 427 Practicum: Beginning Clinical Practice
CHS 498 Internship: School Counseling (6 credit hours over two semesters)

* CHS 415 & CHS 418 are not required for certified teachers

** Students whose prior academic preparation does not include course work in exceptionality must substitute SPED 419 Exceptional Children & Youth (3)

V. PRACTICUM AND INTERNSHIP COURSE OBJECTIVES

A. CHS 427 PRACTICUM: BEGINNING CLINICAL PRACTICE

1. Develop consistency between one's counseling theory/theories and one's counseling techniques.
2. Exhibit an ability to establish and maintain positive human relationships within the professional role.
3. Provide evidence of one's ability to utilize various short- and long-term counseling interventions, including crisis intervention, remediation, prevention, and wellness counseling.
4. Evidence basic competency in managing specific counseling problems such as low self-esteem, anger, depression, etc.
5. Demonstrate an ability to establish and implement planning for client progress.
6. Demonstrate an ability to write case histories.
7. Provide a description of the role of the counselor for the setting in which the practicum was completed.
8. Evidence an ability to appreciate people as unique individuals with rich resources.
9. Demonstrate an ability to understand the social, psychological, religious/spiritual, economic and educational issues relevant to diverse populations, particularly through the use of strategies and techniques that are appropriate for a diverse population.
10. Conform practice to the prescribed standards of federal and state laws and Code of Ethics as prescribed by the American Counseling Association and/or the American School Counselor Association.
11. Demonstrate growth toward self-supervision.

B. CHS 498 INTERNSHIP: SCHOOL COUNSELING

1. Demonstrate competency in assessing student needs through observational strategies, interviewing, and inventories appropriate to one's role, level of training, and certification standards.
2. Exhibit competent individual and group counseling skills, including an application to career, educational, and pre-college counseling.
3. Apply knowledge of a variety of professional resources, such as appraisal instruments, computer software (e.g., SIGI Plus), printed and non-printing counseling aids, professional literature research, and information and referral to appropriate providers.
4. Evidence appropriate consultation skills with staff, students, and parents; and participate in multidisciplinary staffings.
5. Demonstrate ability to explain to students, parents, staff, and community the scope of practice and functions of a school counselor.
6. Evidence an ability to coordinate counseling program activities, e.g., testing, career development, prevention/treatment of substance abuse and/or mental health concerns.
7. Participate in building a supportive ecological climate for students and staff.
8. Take an active role in planning and conducting in-service training for staff.
9. Demonstrate an ability to work with culturally diverse groups and to recognize the influence of socio-cultural factors on behavior, i.e., age, gender, race, religion, ethnicity, sexual orientation, and socio-economic status.
10. Evidence an ability to learn from supervisory feedback.
11. Conform work behavior to the professional and ethical standards defined by the American Counseling Association and/or the American School Counselor Association.

C. CHS 599 INTERNSHIP: CLINICAL MENTAL HEALTH COUNSELING

1. Practice counseling skills by providing direct counseling services to clients in a community agency or comprehensive mental health clinic.
2. Demonstrate an awareness of the roles the mental health counselor plays within the mental health system, as well as the professional organizations for mental health counselors.
3. Utilize weekly supervision sessions to learn how to evaluate one's counseling performance.
4. Learn to use a variety of professional resources such as appraisal instruments, computer software, printed and non-printed counseling aids, and professional literature.
5. Exhibit effective case management skills for short- and long-term remedial counseling.
6. Develop competency in practicing individual, group, and family counseling.
7. Evidence an ability to utilize interventions for crisis management.
8. Exhibit an ability to implement career development concepts.
9. Discuss relevant professional issues.
10. Demonstrate an ability to appreciate people as unique individuals with rich resources.
11. Evidence an understanding of social, psychological, educational, and economic issues relevant to diverse populations.
12. Utilize referral sources and procedures as appropriate.
13. Demonstrate sensitivity and an ability to make use of multicultural insights in the counseling process.
14. Explore a variety of supervision models.
15. Evidence growth toward self-supervision and evaluation.
16. Demonstrate effectiveness in crisis management.
17. Perform effectively in the role of consultant to other behavioral health professionals.
18. Exhibit an ability to work effectively in primary, secondary, and tertiary prevention.
19. Evidence an understanding of best practice strategies for mood, anxiety, psychotic, and personality disorders.
20. Demonstrate an understanding of the appropriate utilization of psychotropic medications as well as their most common side effects.
21. Develop an awareness of administrative concepts for the management of mental health services and programs within the public and private sectors.
22. Conform practice to the standards of federal and state laws and the Code of Ethics of the American Counseling Association.

VI. APPLICATION PROCEDURES FOR FIELDWORK

Practicum is offered Summer semester. (During the transition to the new programming schedule, practicum will be offered Spring semester for those students who are scheduled to take the course during Spring according to their approved plan of study). Internship is offered Fall and Spring semesters. A combined Clinical Mental Health Counseling and School Counseling internship section will be offered during Summer semester if needed and is intended to be exclusively for those students who were unable to complete the required internship hours during Fall and Spring semesters. Students are expected to work with their program advisor to design a plan of study that will reflect a schedule of clinical experience that occurs in three successive semesters. An application for Practicum and Internship experience should be submitted to the Office of Field Placement on your selected campus, 1400 Roosevelt Blvd., Schaumburg campus, and 18 South Michigan Ave., Chicago campus by **December 1** for summer placement.

Absolutely no late applications will be accepted. Further, applications that are not complete will not be accepted.

All students are expected to declare their area of specialization prior to practicum placement. Students must have completed the appropriate prerequisite courses (identified below) before applying for Practicum or Internship Placement. Students must receive a grade of “P” in their Practicum course in order to advance to Internship.

All students are required to submit the following documents with their Practicum/Internship application in order to be considered for placement.

- Practicum/Internship Application form
- Declaration of Concentration
- Unofficial copy of your academic transcript (available via RU Access)
- A copy of your liability (malpractice) insurance
- Proof of a background check done by a pre-approved agency
- Copy of teaching certificate (if applicable)
- Resume
- Written Plan to meet internship prerequisites

Failure to turn in all required paperwork will result in you not being permitted to participate in practicum and/or internship. Each semester you will also be required to provide your university Internship instructor with proof of valid liability insurance.

Written Plan for Meeting Prerequisites Prior to Internship: At the time of application for practicum and internship, students should complete the Prerequisites form detailing when prerequisites for practicum and internship will be completed and the grades received up to the point of application. This is required to insure that the student will be properly prepared for internship and a smooth transition may occur between the two training experiences. In the event that a student cannot complete all prerequisites prior to practicum and/or internship, the student is expected to contact his or her advisor to see if one’s Plan of Work can be rearranged. If this is not possible, the student must submit a Petition of Exception to the faculty as described in the Counseling Student Handbook.

Declaration of Concentration: Students are expected to declare their area of concentration at the time of application for practicum and internship. If the student's transcript does not list the correct concentration, then a Change of Graduate Major/Concentration must be filled out and submitted to the Department Chair. A photocopy of this form should accompany your application as evidence that you have taken the necessary steps to declare your concentration. This form is available from the registrar, and is required only if your transcript does not list your intended concentration.

Submission to Criminal Background Checks: All Counseling students seeking placement in a school or community agency must submit to a criminal background check pursuant to the policy of the College of Education. Background checks must be completed by an agency that has been pre-approved by the Counseling Program and the College of Education. Students should contact the Office of Field Placement and/or the Field Placement Liaison on his or her respective campus to receive approval for the agency PRIOR to completing the background check. Failure to receive pre-approval may cause the students to incur the cost of obtaining an additional background check from an approved agency. Results of the background check are good for three years. Please note that previous background checks completed by employers of other entity cannot be accepted.

VII. PROFESSIONAL LIABILITY INSURANCE

Students are required to obtain professional practice liability insurance prior to the beginning of their clinical practice in both the practicum and internship. Students are expected to maintain their insurance throughout their clinical experiences. Individual liability insurance is available through a number of professional agencies, including the American Counseling Association (ACA). ACA currently offers free liability insurance to its student members. A student majoring in School Counseling may substitute for his/her personal liability insurance certificate a current copy of both her/his membership card to the Illinois Education Association (IEA) and a liability insurance certificate from the school district in which he/she is currently employed. Documentation of current liability insurance coverage must accompany all student applications for practicum and internship.

No student will be permitted to accrue practicum or internship hours without having the required liability insurance or without being enrolled in the appropriate practicum or internship course!

VIII. OBTAINING A PLACEMENT

The Office of Field Placement maintains a list of practicum and internship sites where students have been placed in the past. However, students may pursue other placement options. Any questions about the suitability of a particular placement site must be discussed with the Field Placement Liaison on your selected campus before the student accepts a position. The Field Placement Liaison on your selected campus is available to answer any student questions. Students are responsible for having all required materials to the Office of Field Placement by the deadline date.

Practicum and Internship placement is ultimately the responsibility of the student, and often requires submitting a formal application and participating in an interview with the agency offering the practicum or internship. This may also include criminal background checks. Moreover, it is important to understand that there is significant competition from other training programs in the

area. Consequently, procrastination may result in a student extending his or her training because a site cannot be located.

Students are responsible for informing the Office of Field Placement of the progress of their searches. When the placement is made, the Office of Field Placement will send to the site supervisor a letter of confirmation and information on how the site supervisor may access the online Practicum/Internship Handbook.

Specialized Instructions for Specific Sites:

Any student wishing to complete experiences in **Chicago Public Schools** must complete an application through their human resource department (link below). These forms can be turned into the Field Services office in the College of Education along with your practicum/internship application. All questions regarding this application can be directed to CPS Human Resources. Students may still contact potential supervisors directly.

Application available here:

<http://www.cps-humanresources.org/Hronline/logon/ProspEmpLogon.asp>

Students wishing to see placement in District 211 or District 214 must request a letter from the Office of Field Placement, Schaumburg campus. This letter is to be combined with your letter of interest, resume, transcript, and any other supporting documentation you wish to submit and sent to the District's Human Resources Department. For District 211, **no student is permitted to contact guidance departments directly**.

IX. Specific Program Requirements

School Counseling: Students completing practicum or internship in a school *must* be supervised by a person holding a graduate degree *and* a Type 73 Certificate. While gaining experience in the school counseling/guidance department, it is expected that the student will have the opportunity to provide individual and group counseling as well as any other activities typical of a school counselor (e.g., attending IEP meetings, staffings, scheduling, and standardized testing activities).

Clinical Mental Health Counseling: Students completing practicum and internship in the clinical mental health counseling concentration should be able to conduct individual, group, and/or family counseling and assessment in an agency setting. This setting should be a community counseling agency, comprehensive mental health services center or hospital setting where the student can gain exposure to clients exhibiting symptoms of severe mental illness (e.g., the Schizophrenia-spectrum disorders, Bipolar disorders) and personality disorders. The supervisor must have a graduate degree in counseling, psychology, or social work. Though independent licensure is preferred for practicum, it is not required. For internship, the supervisor must be licensed to practice independently (e.g., LCPC, Licensed Clinical Psychologist, LCSW).

X. EXPECTATIONS OF THE UNIVERSITY, SITE, AND STUDENT

A. Expectations of Roosevelt University, the Department of Counseling, and University Supervisor

1. The Counseling faculty will determine student eligibility and readiness for practicum and internship experiences.
2. The university supervisor will be assigned to each student. He or she will teach a course for the practicum/internship students concurrent with their fieldwork experiences in which education and supervision will be provided. These classes will meet for two and a half hours every week.
3. The university supervisor will visit the fieldwork site to meet with the student and site supervisor. A practicum student will be visited a minimum of once during the semester; an internship student will be visited a minimum of once during his or her internship placement. More frequent meetings either in person or by telephone are strongly encouraged.
4. The contractual agreement (internship prospectus) developed by the internship student and the site supervisor will be monitored by the university supervisor.
5. The university supervisor will be available for consultation with the site supervisor and the student. He or she is to be contacted promptly if a problem arises.
6. The university supervisor will have final responsibility for assigning the grade for the student. The final grade will reflect the formal and informal evaluations of the site supervisor and the faculty supervisor.
7. The Department of Counseling will provide student evaluation forms for the site supervisor to complete.

B. Expectations of the Practicum/Internship Site

1. The site shall provide an orientation for the student in regard to the site's mission, objectives, standards, administrative practices, and policies.
2. The site will provide the student with an opportunity to deliver direct counseling services consistent with the student's capabilities. These activities may include but not be limited to: individual counseling, group counseling, marital/family counseling, intake interviewing, career counseling, administration and interpretation of tests, consultation, psycho-educational programs, and workshops.
3. The site will provide audiotape, videotape, and/or direct observation experience for students on a regular basis.
4. Practicum students will have the opportunity to complete 100 hours of total service, with a minimum of 40 hours of direct service to clients.

Internship students' hours will be as follows:

Clinical Mental Health Counseling students will complete 600 hours of total service with a minimum of 240 hours of direct service to clients.

School Counseling students will complete a 600 hour internship with 240 direct service hours.

Students who hold a post-secondary degree and are completing requirements for endorsement for Type 73 certificate will complete 600 internship hours with 240 of those being in direct service.

All internships are scheduled to be completed over two full semesters (fall and spring).

5. The site will provide to the student the opportunity to observe and participate in supportive services and activities. These may include but not be limited to: record keeping, program development, referral information, assigning the use of professional literature (including non-print media, computer resources, etc.), research opportunities, participation in staff meetings and case conferences, and development of collegial staff relationships.
6. The site will provide the student with adequate space, supplies, and appropriate administrative/clerical support to conduct these activities.
7. The site will allow and support the student's use of audio- and/or video-taping of counseling activities with clients for use in supervision. Written consent from clients and/or their legal guardians is required.
8. The site staff will be responsible for all student work done under their supervision.
9. The site will provide a professional supervisor who has the appropriate credentials and interest in the training of students. Requirements are detailed in the next section.

C. Expectations of the Practicum /Internship Site Supervisor

- I. Each field supervisor must complete and return a SITE SUPERVISOR INFORMATION FORM at the beginning of the student's field experience.
- II. Clinical Mental Health Counseling: The site supervisor shall have the following credentials: for supervising practicum students the site supervisor must have a minimum of a master's degree in counseling, clinical psychology, social work, or a closely related field and have a minimum of 2 years pertinent professional experience. For supervising internship students the site supervisor must be independently licensed or certified as a counselor, clinical psychologist, or social worker, and have a minimum of 2 years pertinent professional experience.

School Counselor supervisors must hold a Type 73 certificate issued by the Illinois State Board of Education.
- III. All field supervisors new to Roosevelt University will be expected to participate in an orientation workshop which will be offered each semester.
- IV. Supervisors who indicate no training in supervision on the SITE SUPERVISOR INFORMATION FORM will be expected to attend a supervision workshop conducted by Roosevelt University.
- V. With the internship student, the site supervisor will develop a formal contractual agreement (internship prospectus) specifying the experience and activities to be completed during the internship.
- VI. The site supervisor will meet with the student for a minimum of one hour per week for supervision of counseling activities and will be a resource for additional consultation as needed.
- VII. The site supervisor will evaluate the student on forms or electronic assessments provided by the University.

The practicum student's supervisor will complete a final evaluation.
The internship student's supervisor will complete a midterm evaluation at the end of the first semester and a final evaluation at the end of the internship placement.
- VIII. The site supervisor is encouraged to contact the university supervisor or Field Placement Liaison with any questions or concerns regarding the student or program. In the rare event that a problem or conflict with a counseling student does arise, it is hoped that the site supervisor, the university supervisor, and the Field Placement Liaison will work collaboratively with the student to resolve the issue in a timely manner that is respectful of the needs of the agency or school, the university, and the various people involved.

D. Expectations of the Practicum/Internship Student

- I. The student and site supervisor will plan the goals and activities of the practicum/internship experience in line with the requirements of the university program. Internship students will develop a formal contract (internship prospectus) with the site supervisor.
- II. The student will plan a schedule that will allow him or her to satisfy the requirements of his or her respective program in a timely manner.

Practicum students will have the opportunity to complete 100 hours of total service, with a minimum of 40 hours of direct service to clients.

Internship students' hours will be as follows:

Clinical Mental Health Counseling students will complete 600 hours of total service with a minimum of 240 hours of direct service to clients.

School Counseling students will complete a 600 hour internship with 240 direct service hours.

Students who hold a post-secondary degree and are completing requirements for endorsement for Type 73 certification will complete 600 internship hours with 240 of those being in direct service.

All internships are scheduled to be completed over two full semesters (fall and spring).

- III. The student will be prompt and consistent with his/her agreed-upon schedule at the site and will notify the site supervisor of any expected or unexpected schedule changes.
- IV. The student will adhere to the policies, standards, and practices of the site.
- V. The student will be familiar with and act in accordance with ACA Ethical Standards (2005).
- VI. The student will provide direct client services through activities such as but not limited to: individual counseling, group counseling, marital/family counseling, intake interviewing, career counseling, administration and interpretation of tests, consultations, psycho-educational programs, and workshops.
- VII. The student will develop and use supporting professional skills/resources such as: record keeping, knowledge of referral information, familiarity with professional literature (including non-print media, computer resources, etc.), research skills, development of collegial staff relationships, and participation in staff meetings and case conferences.
- VIII. The student will participate in supervision with the site supervisor for a minimum of one hour per week and with the university supervisor during practicum and internship courses.
- IX. The student will participate in the practicum or internship class at the university concurrently with his or her field placement.

- X. The student will keep records and activity logs as required by both the site and the university program. These will include evaluations of the site, the site supervisor, and the faculty supervisor. It is expected that these records will accurately reflect time spent on site and duties performed.
- XI. The student will be responsible for maintaining an on-going dialogue with the university supervisor about the progress of his or her field experience.
- XII. The student will obtain professional practice liability insurance prior to the beginning of clinical experience in Practicum and Internship and is expected to maintain this insurance throughout the clinical experience. **No hours may be accrued until proof of liability insurance is produced.**
- XIII. In the rare event that the student experiences a problem or conflict arising between himself/herself and his/her site or site supervisor, it is expected that the student will speak directly with the site supervisor regarding those concerns. Though the university supervisor and Field Placement Liaison are available for consultation and coaching, it is ultimately the student's responsibility to attempt to resolve the problem before either becomes involved except in the rarest of circumstances.

XI. PROBLEM RESOLUTION

In the very rare occurrence that a student is terminated from a placement due to allegations of professional or ethical misconduct, poor disposition, failure to comply with supervisory directives or agency/school policy, or for some other reason, the student and the site supervisor should notify the Field Placement Liaison immediately. In these cases, it is expected that the site supervisor will provide clear rationale with behavioral anchors and complete the final evaluation form as soon as possible. The student may also submit any information or documentation that he or she wishes to have considered. After these forms are received, the Field Placement Liaison will initiate a process by which the student is provided with copies of all received documentation and he or she may come before the CHS Faculty and discuss the matter. The CHS Faculty will then deliberate about what appropriate actions are to be taken. This can range from clearing the student to obtain another placement experience to dismissal from the program. These two possibilities represent the extremes at the ends of a continuum, and actions taken are likely to involve some type of remediation plan for the student.

XII. PRACTICUM AND INTERNSHIP FORMS



Written Plan for Meeting Prerequisites Prior to Internship

I understand that my program requires that I meet certain prerequisites before being permitted to participate in Practicum or Internship. I also understand that I must have a cumulative GPA of “B” or better (3.0) before being permitted to participate in Practicum or Internship. This form is designed to communicate my plan for having all prerequisites met in time for my internship experience. This form is submitted with the application for *practicum*.

NAME: _____ CONCENTRATION: _____

CORE PREREQUISITE COURSES (all programs must complete prior to practicum placement)	Semester Taken	Grade Received
CHS 400 Foundations in Counseling		
CHS 401 Ethical, Legal, and Professional Issues in Counseling		
CHS 413 Counseling Theory and Practice		
CHS 416 Human Appraisal		
CHS 421 Theories and Dynamics of Group Counseling		
CHS 426 Pre-practicum: Techniques and Interventions		

In addition to the core prerequisites, students in the Clinical Mental Health program must complete the following prerequisite courses:

CLINICAL MENTAL HEALTH COURSES	Semester Taken	Grade Received
CHS 419 Psychopathology: Diagnosis and Treatment Planning (Must be taken prior to practicum placement)		
CHS 427 Practicum: Beginning Clinical Practice (Must be completed with a grade of P prior to beginning Internship)		

In addition to the core prerequisites, students in the School Counseling program who are not certified teachers must complete the following prerequisite courses:

SCHOOL COUNSELING COURSES (for students who are not certified teachers with two years experience)	Semester Taken	Grade Received
CHS 414 Seminar in School Counseling		
CHS 415 School Environment, Classroom Management and Consultation		
CHS 417 Career and Lifestyle Development		
SPED 419 Exceptional Children and Youth (Must be taken prior to practicum placement)		
CHS 427 Practicum: Beginning Clinical Practice (Must be completed with a grade of P prior to beginning Internship)		

In addition to the core prerequisites, students in the School Counseling program who are certified teachers with two years teaching experience must complete the following prerequisite courses:

SCHOOL COUNSELING COURSES (for certified teachers)	Semester Taken	Grade Received
CHS 414 Seminar in School Counseling		
CHS 417 Career and Lifestyle Development		
CHS 427 Practicum: Beginning Clinical Practice (Must be completed with a grade of P prior to beginning Internship)		

By signing below, I understand that it is my responsibility to meet all prerequisites as detailed above. Failure to do so for any reason may result in denial of permission to participate in Practicum or Internship until all prerequisites are completed.

If special circumstances prevent the student from meeting all the prerequisite requirements before the planned start of internship, a petition of exception may be submitted to the department faculty as detailed in the Student Handbook (this must be done at least two weeks prior to the submission deadline for the Practicum/Internship application). However, doing so is not a guarantee that the student will be permitted to advance to internship.

Signed: _____ Date: _____



APPLICATION FOR PRACTICUM and INTERNSHIP
Department of Counseling
College of Education

Name: _____ Date: _____

Address: _____

Phone: Day () _____ Evening () _____ Cell () _____

E-mail: _____

1. What is your concentration?
____ Clinical Mental Health Counseling (100 hrs./600 hrs. internship)
____ School Counseling w/teaching certificate & min 2 yrs teaching (100 hrs./600 hrs. internship)
____ School Counseling less than 2 years certified teaching (100 hrs./600 hrs. internship)

2. Are you seeking a Type 73? ____ Yes ____ No

3. Who is your pre-practicum instructor? _____

4. When do you plan to complete your practicum? _____ Internship? _____
(semester, year) (semesters, year)

5. What type of sites (i.e.: population served, settings) are you interested in?

6. If you have a preference for any specific sites, please list them below. In addition, please note if you are currently working or volunteering there. Include any other information that may be helpful such as contact person, phone number, etc.

7. Please check all the geographic areas to which you could travel for practicum. If you wish, include a ranking preference where "1" is the most preferred.

- | | |
|------------------------|-------------------------|
| ____ Chicago Loop | ____ Chicago South Side |
| ____ Chicago West Side | ____ Chicago North Side |
| ____ South Suburbs | ____ West Suburbs |
| ____ North Suburbs | ____ Northwest Suburbs |

8. What hours are you available for practicum? *

- _____ Days during the week
- _____ Evenings during the week
- _____ Weekends

***It is extremely difficult to place persons who state they can only work evenings and weekends. These sites are very scarce.**

9. If you are fluent in a foreign language or have any special training, please describe.

10. Please attach a resume or a brief summary of relevant past work/volunteer experiences.

11. Please attach a copy of your liability insurance.

12. Please attach a copy of your teaching certificate or social security number for verification.

13. Please provide comments or additional information.

14. If you anticipate doing your internship at your practicum site, please indicate the name of the contact person, director of training, supervisor, etc. Include a phone number and the extent of the arrangements.

FOR DEPARTMENTAL USE ONLY

Placement contact notes

Placement Student Name: _____

Site Name: _____

Address: _____

Phone: _____

E-mail: _____

Student's Supervisor: _____

E-mail: _____

Phone: _____

Supervisor's E-mail: _____



STUDENT'S SITE DESCRIPTION

Student's Name: _____ Date: _____

Check one: Practicum _____ Internship _____

Name of Site: _____

Address: _____

Phone: (____) _____

Agency Director: _____

Training Director (if different): _____

Number of Professional Staff: _____ full-time
_____ part-time

Overall Mission/Purpose of Agency:

Types of Clients Served (e.g., limited to certain age range? type of problem?):

Geographical Area Served:

Hours of Operation:

Specific Services/Programs/Activities that are available for fieldwork students to participate in (whether or not you personally participated in all of them):

Transportation Accessibility: (e.g. car necessary? ease of public transportation?)

Please attach any brochures or other literature about the agency for our resource file.

THE INTERNSHIP PLAN

Intern's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

University Supervisor's Signature _____ Date _____



ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

AUDIO/VIDEO CONSENT FORM

The student listed below is a graduate student enrolled in either practicum or internship in the Department of Counseling at Roosevelt University. For training and supervision purposes, it is important for the graduate student to audio and/or video tape counseling sessions. It would be most helpful if you would consent to having your counseling sessions taped. The tapes will be used only for the practicum/internship student's supervision. Tapes will be viewed or heard only by the practicum/internship student and her/his supervisors. The tapes will be erased after supervision.

I give _____ permission to audio and/or video tape
Name of Practicum/Internship Student
my counseling sessions. I understand that I may request that taping be stopped at anytime during a session and that the tape be erased. I understand that all tapes will be used only for the supervision of the practicum/internship student listed above. I understand that my confidentiality will be protected and the tapes will be heard only by:

Practicum /Internship Student

Agency Supervisor

Roosevelt University Supervisor

Client Signature: _____ Date: _____

Parent/Guardian: _____
(For client under the age of eighteen)



**Department of Counseling
Site Supervisor Information Form**

For our records please submit the following forms:

1. Current resume or curriculum vita.
2. Copy of professional license and/or professional certifications.

PLEASE CHECK ONE: PRACTICUM: _____ INTERNSHIP: _____

DATE: _____

STUDENT'S NAME: _____

SUPERVISOR: _____

SUPERVISOR'S TITLE: _____

SCHOOL/AGENCY NAME: _____

ADDRESS: _____

(STREET)

(CITY, STATE, ZIP)

TELEPHONE NUMBER: _____

FAX NUMBER: _____ EMAIL: _____

HIGHEST DEGREE: Ph.D. ___ Ed.D. ___ Psy.D. ___ MA ___ MS ___

Other: _____

FIELD OF DEGREE: _____

ILLINOIS PROFESSIONAL LICENSE: Yes: _____ No: _____

IF YES, LCPC: ___ LPC: ___ LSW: ___ LCSW: ___ Licensed Clinical Psychologist: ___

Other: _____

PROFESSIONAL CERTIFICATION(S): Yes: _____ No: _____

CONTINUED ON OTHER SIDE

PLEASE CHECK THE FOLLOWING:

1. I have supervised mental health or school counseling professionals?
Yes ___ No ___
If yes: How many years? _____

2. I have supervised practicum/internship students? Yes ___ No ___
If yes: How many years? _____

3. I have received training in supervision? Yes ___ No ___
If Yes: Please indicate the type of training Topic Year
A. Academic course _____
B. University sponsored workshop _____
C. Non-university workshop _____
D. In-service training _____
E. Other. _____

4. I utilize a theoretical model for supervision. Yes ___ No ___
If Yes: Please indicate your theoretical model: _____

5. Roosevelt University's Counseling Faculty will be offering supervision orientations and training. Please inform us of any topics/issues that would be of particular interest to you.
Suggestions: _____

Reminder- please send your resume or vita & copies of your licenses/certifications together with this form in the envelope provided or mail to:

(CHICAGO STUDENTS)
Dr. Kristina Peterson
College of Education
Roosevelt University
18 South Michigan Ave, Room 821
Chicago, Illinois 60603
(312)853-4779

(SCHAUMBURG STUDENTS)
Monica Kielar
College of Education
Roosevelt University
1400 North Roosevelt Boulevard
Schaumburg, IL 60173
(847)619-8832