



Department of Counseling  
& Human Services

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

# **School Counseling Fieldwork Experience Guidelines**

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On March 30, 2016, the Colorado State Board of Education approved revisions to the rules for the administration of the Educator Licensing Act, which defined an approved program for the preparation of school counselors as one that is accredited by the Council for Accreditation of Counseling or Related Educational Programs (CACREP). What follows is a timeline for “grandfathering” applicants who completed or were enrolled in non-CACREP programs prior to or shortly after the rules change. ....	31
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## Introduction

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This document describes the practicum and internship training requirements for the Master of Arts in the School Counseling track. It includes the procedures for applying for Practicum/Internship placement, descriptions of roles and responsibilities of those involved, and a description of relevant terms.

The Master of Arts in School Counseling training experiences are designed to be compatible with general education requirements for professional counselor licensure; there are notes included herein that pertain to considerations of licensure requirements. Students are advised to regularly review the licensure requirements of the jurisdiction in which they wish to pursue licensing in order to stay apprised of changes.

The Department of Counseling & Human Service (DCHS) expects all those participating in counselor education and supervision to be practicing within the ethical standards and practice guidelines of the American Counseling Association (ACA).

<https://www.counseling.org/knowledge-center/ethics#2014code>

The Department of Counseling & Human Services (DCHS) permits training affiliation only with sites and supervisors who practice empirically based interventions that follow the current practice guidelines of the ASCA.

## Practicum & Internship Overview

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The Practicum and Internship are essential elements of the degree program. They involve a supervised off-site counseling field training experience. This training provides students with the opportunity to apply their theoretical knowledge; to implement, develop, and assess the efficacy of counseling techniques based on this knowledge; and to develop the professional and personal attitudes important to the identity of a counselor. Students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior. Students must be released by faculty for practicum. Students must also be approved by practicum instructor for internship.

The primary emphasis of training is the acquisition and refinement of core counseling skills, including initial interviewing, empathic listening, rapport-building, case formulation, treatment planning, establishing and maintaining appropriate conditions for counseling, evaluation of the counseling process and progress, and beginning recognition and management of transference and counter-transference phenomena. The major goal of training is experience providing direct counseling services. The culminating experience is preparation and presentation of the Comprehensive Case Conference, the student's professional case presentation to a panel of peers and faculty members, and use of the ASCA national model for school counseling program development and implementation.

Notwithstanding that students are drawn to practice areas that interest them, the Department of Counseling & Human Services (DCHS) emphasizes that the expectation for this training experience is skill building. The setting where the student is invited to train may not be the student's first choice with respect to their ultimate career goals, but the learning objectives for the training experiences focus on developing skills in relationship building and case

conceptualization, which will occur in any counseling setting. It is valuable to have experience in all grade levels.

**The Practicum (COUN 5120) occurs the first spring semester for three credits.** During this experience, you will receive training and supervision from your site and conduct a minimum of 40 direct hours of services with clients (a total of 100 hours on site). Students can continue into Internship at the same site. The practicum agreement is for the practicum semester and ends at the end of the semester. Students must be approved to begin practicum during the DAM Score process in the Fall prior to the Practicum semester. Students should register for Practicum and if they are not approved to move forward, they will drop the course.

**The Internship (COUN 5700) occurs over two semesters for a total of 6 credits (3 credits each semester).** Students must complete their Practicum (COUN 5120) prior to beginning Internship. Practicum hours cannot be counted towards the 600 required internship hours. The student will complete a total of 600 hours (240 are direct) over the course of Internship. The hours should be evenly distributed. You may not be excused from internship class if you complete all hours early. Therefore, we highly encourage you to evenly distribute clinical hours with supervision. You are required to have two internship sites at two different grade levels (i.e. elementary and middle, middle and high, or elementary and high).

## **Practicum/Internship Requirements**

The requirements cover the areas of preparation of the student (prerequisite courses), the student's choice of training site(s), the supervision provided, and an expected level of progression in the student's counseling and professional skills. All sites must be approved by the Fieldwork Director prior to students collecting hours. Students in Practicum/Internship are expected to spend at least 40 practicum and 240 internship hours providing direct face-to-face services to clients.

### *Prerequisite Coursework for Practicum*

Prerequisite courses must be completed prior to the start of the Practicum/Internship.

The following courses are prerequisites for the Practicum/Internship:

- COUN 5010: Theories and Techniques of Individual Counseling
- COUN 5120: Laboratory in Individual Counseling
- COUN 5040: Human Growth and Development
- COUN 5330: Issues, Ethics and Trends in Professional Counseling
- COUN 5550: Practice of Crisis Counseling, Trauma and Disaster Work
- COUN 5800: Roles and Functions of a School Counselor

The following courses are co-requisites for the Practicum: (for 3 year students you will likely have taken these prior to enrolling in Practicum)

- COUN 5100: Theories and Techniques of Group Counseling
- COUN 5860: Social & Cultural Foundations of Professional Counseling

Practicum follows the Department's Core Course Sequence and is completed in the spring semester of the first year (or second year for those on the three-year track) in the program after

successful completion of Individual Lab and Social & Cultural Foundations of Professional Counseling.

Practicum is only available in the spring semester and is the first opportunity students will have to apply new counseling skills with the public. Therefore, students must have a successful faculty review on the Developmental Assessment Matrix competencies to be released for practicum.

### *Prerequisites for Internship*

Practicum students must earn a B or above in practicum and have satisfactory reviews from their onsite and university supervisors to transition into internship. Internship is a two or three-semester requirement started in the second or third year of the program. Internship may commence in the summer or fall semester, depending on the site and track of study. Students must have a successful faculty review on the Developmental Assessment Matrix competencies to be released for Internship.

Internship may only commence in the fall semester. School Counseling students desiring an opportunity for Summer internship need to complete the Student Appeals form to be reviewed for permission to take the course.

Practicum and Internship requirements are based on CACREP standards. These courses are considered the most critical experiential elements in both counselor training programs. According to CACREP, the practicum and internship provide for *“the application of theory and the development of counseling skills under supervision... [as students] counsel clients who represent the ethnic and demographic diversity of their community.”* All faculty members and school and clinical site supervisors are committed to preparing ethical, effective, culturally competent professional counselors and promoting the development of the student’s professional counselor identity. All prospective practicum students will attend a mandatory fieldwork orientation meeting prior to initiating practicum.

## **Field Experiences in Professional Practice: Practicum and Internship Policies**

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All students must successfully complete a 100-clock hour practicum and a 600-clock hour internship in clinical mental health or school counseling in order to be recommended for graduation from the Department of Counseling and Human Services. Fieldwork orientation is typically held the first week of December. Attendance is mandatory and information presented in this manual will be discussed at that time.

### **Typical Due Dates for Practicum and Internship Agreements**

Practicum – December 15<sup>th</sup>      Fall Internship – May 15<sup>th</sup>      Spring Internship – December 15<sup>th</sup>

## Practicum Process

Identify a Field Placement Site. All students will identify a school counseling practicum field site during the fall semester of the first year in the program. A practicum agreement with the practicum site must be completed and submitted to the Fieldwork Director by December 15<sup>th</sup>. The **Practicum Agreement** can be located on the Cohorts Canvas Shell under the Paperwork for Practicum Module.

Ensure that appropriate on-site supervision is available. The site supervisor must have:

- a minimum of a master's degree in school counseling, including appropriate certifications and licenses;
- must hold a school counseling license under the Department of Education (any other licenses must be approved by the department);
- a minimum of two years pertinent professional experience in the program area in which the student is completing his or her counselor training (however some school districts may have other requirements); and
- knowledge of the Department's expectations, requirements, and evaluation procedures for trainees. It is strongly recommended that all internship site supervisors and prospective fieldwork supervisors (i.e. practicum or internship) attend the annual Supervisor's Workshop in the fall of each academic year and complete the online supervisors training modules.

### *Required Experiences*

#### A. Completion of 100 Clock Hours and Individual Supervision

Practicum students must complete **100 clock hours of experience during the practicum semester**. At least forty (40) hours must be in individual counseling and group work, in which there is direct contact with client(s). The counselor-in-training must receive an average of one hour per week of individual triadic (one site-supervisor with two practicum students) supervision over the duration of the practicum semester. The one-hundred-hour requirement is a **MINIMUM** for the practicum experience. Most students complete more than 100 hours over the course of the semester. Students are *NOT* permitted to "front load" their 100 hours at the beginning of the semester as the practicum experience **begins and ends with the semester**.

The University Supervisor or another department faculty member typically makes at least one visit and one phone interview, to the practicum site to meet with the site supervisor and practicum student to assess the student's counseling knowledge, counseling skills, and personal and professional development over the course of the practicum experience.

#### B. Group Supervision and Skills Development

In addition to the on-site individual and triadic supervision, practicum students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the practicum students to discuss, in a small group setting, issues that emerge from their practicum experiences and present audio/video recordings of their work with students/ clients. Additionally, a portion of the group supervision class will be used to further develop counseling skills, practice counseling sessions using the on-campus counseling laboratory, and to explore topics relevant to the needs of their current clients as well as to the professional practice of school or clinical mental health counseling.

#### C. Evaluations

The site supervisor will provide periodic performance evaluations (verbal and/or written) and a final written evaluation of the practicum student. In turn, practicum students will complete an evaluation of the practicum site and the practicum experience at the completion of the field work experience.

#### D. Log All Practicum Hours and Activities

All students will complete weekly/monthly practicum logs signed by the Site-Supervisor and the University Supervisor. The Final Hours log is the final verification of hours signed by the student, Site-Supervisor, and University Supervisor that will remain the students' practicum/internship files.

## Internship Requirements

Internship is discussed in the 2016 CACREP Standards as "After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area."

Identify a Field Placement Site. All students will identify a School Counseling Internship field site during the spring semester of the first year in the program. An Internship Fieldwork Agreement, with the internship site, must be completed and submitted to the Fieldwork Director by May 15<sup>th</sup>. The **Internship Agreement** can be located on the Cohorts Canvas Shell under the Paperwork for Practicum Module.

Ensure that Appropriate On-Site Supervision is available. The site supervisor must have:

- a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and licenses;
- hold a school counseling license under the Department of Education
- a minimum of two years pertinent professional experience in the program area (school or clinical mental health counseling) in which the student is completing his or her counselor training; and
- knowledge of the Department's expectations, requirements, and evaluation procedures for trainees.

It is strongly recommended that all internship site supervisors and prospective fieldwork supervisors (i.e. practicum or internship) attend the annual Supervisor's Workshop in the fall of each academic year.

## Required Experiences

### A. Completion of 600 Clock Hours and Individual Supervision

Internship students must complete **300 clock hours of experience during each of the two semesters of internship**. Overall, 240 hours must be spent in direct services to clients or students and 360 hours are spent in indirect service or engaging in those activities that support the work of a counselor.

**\*\*To be eligible for a Colorado School Counselor License students must have a minimum of 100 out of the 600 internship hours be working with a second level of school environment. \*\***

Hour Requirements for Each Semester:

120 Direct Hours + 180 Indirect Hours = 300 Logged Internship Hours (300 Fall and 300 Spring)

16 hours of Individual Supervision (Onsite Supervisor) (per semester)

Weekly Participation in Internship course throughout the semester (i.e. Group Supervision) (Fall and Springs Semesters)

The Counselor-in-training must receive an average of one hour per week of individual or triadic (one site-supervisor with two internship students) over the duration of the internship semester. The University Supervisor or another department faculty member typically makes at least one visit to the internship site (per semester) to meet with the site supervisor and internship student to assess the student's counseling knowledge, counseling skills and personal and professional development over the course of the internship experience.

### B. Group Supervision and Skills Development

In addition to the on-site individual and triadic supervision, internship students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the

internship students to discuss, in a small group setting, issues that emerge from their internship experiences and present audio//video recordings of their work with clients. Additionally, a portion of group supervision will be used to further develop counseling knowledge and skills, case conceptualization skills, as well as explore students' self and other awareness (considering transference and countertransference, cross-cultural biases and understanding, among others), as students engage in case presentations and case consultations.

### C. Evaluations

The site supervisor will provide periodic performance evaluations (verbal and/or written) and a written evaluation of the internship student at the close of each semester of internship (i.e. end of fall and spring semesters). In turn, internship students will complete an evaluation of the internship site and the internship experience at the completion of the field work experience. Both will be done electronically, and the student is responsible for ensuring a copy is retained for their practicum/internship file.

### D. Log All Internship Hours and Activities

All students will complete weekly/monthly practicum logs signed by the Site-Supervisor and the University Supervisor. The Final Hours Log is the final verification of hours signed by the student, Site-Supervisor, and University Supervisor that will remain in the students' practicum/internship files. Students will additionally turn in the End of Program Hours Log with the total hours for Internship, during the final Internship semester before graduation.

## Professional Affiliation and Professional Identity Development

All students are strongly encouraged to join at least one professional counseling organization while enrolled in graduate study. Early membership permits students to be privy to counseling initiatives and trends at the state and national levels. Further, professional identity is an essential feature of being a knowledgeable, ethical, and effective practitioner. Students are encouraged to attend state and annual conferences for professional enrichment and networking opportunities. Finally, liability insurance, which is a required component to embark on field work (i.e. practicum and internship), is available through ASCA.

### **LICENSURE NOTE: ABOUT YOUR PAPERWORK AND STATE LICENSURE**

Students are responsible for keeping copies of their records (hours on site and evaluations). **KEEP ORIGINALS OF EVERYTHING.** If your evaluations are lost in the mail or late, you can forward a copy rather than deal with a records hold on your academic files.

*Every jurisdiction is different.* If you anticipate moving to another state, be sure to check their licensure requirements well in advance. Take a moment now to download or request the licensure applications from your jurisdiction. Get your papers in order. Start a portfolio with your training experience, including your hours, a copy of your training agreement, site information and contact information. This can save you hours of hunting and tracking down people in the future.

## Placement at Approved Sites

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UCCS has a list of pre-approved Practicum/Internship sites. These sites cover a wide geographic area and deliver a range of services to varied populations. In addition, new sites may be approved for students who identify a site that potentially meets the training requirements described herein. If the student would like to

petition a new site, the student will contact the Fieldwork Director about adding this new site. This process can take several weeks; it is advisable that you begin the site approval process as early as possible.

## Criteria for Approved Sites

Sites approved as training settings provide the following resources to support the training endeavor:

- Students will provide regularly scheduled individual, family, or group counseling as a primary activity at the site.
- At least one staff member is available for supervision and training of the student(s).
- Supervisors have previous experience in supervising students providing individual or group counseling and the agency has some prior experience in training students.
- The site demonstrates a commitment to training and a clearly articulated philosophy of training which includes some ideas about how to introduce “novice” clinicians to a new area of skills and attitudes, how to assess students’ progress and how to address possible training problems.
- The organization has a sufficient number and variety of clients to assure students will have some breadth as well as depth of experience in counseling. The nature of clients and services offered must be appropriate for students whose primary goal is developing applied skills.
- The site permits audio or videotaping of some of the student’s clinical experiences for the purpose of sharing in the practicum/internship class and completing the comprehensive case study with the client’s informed consent and confidentiality being strictly maintained.
- The site and those designated as supervisors are in compliance with professional ethics standards and practice guidelines published by the ASCA. The site and the supervisor practice and permit only those empirically based interventions that follow the current practice guidelines of the ASCA.

## Restriction on Sites with Creedal Statements

The DCHS (and the University) has a policy of non-discrimination against students with regard to race, age, ethnic background, sexual orientation, gender, veteran status, or any other characteristic protect by state, local or federal law. In addition, the DCHS is committed to fostering the training of members of groups currently under-represented in the profession of counseling.

Practicum/Internship sites approved by the Department of Counseling & Human Services (DCHS) are expected to conduct their selection and training of students in a non-discriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, sexual orientation, gender, veteran status or any other characteristic protect by state, local, or federal law unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria must notify the DCHS and clarify the legal (bona fide occupational qualifications) or therapeutic rational for such policies. The DCHS will approve such sites if, after consultation, it is determined that an adequate legal or therapeutic rational exists for the selection policies.

## Supervisor Qualifications

Supervisors are School Counseling professionals who are licensed in their respective school counseling area. Your supervisor **must** be licensed as a school counselor under the Department of Education AND have two years of professional experience as a School Counselor. Any other licenses must be reviewed by the Department of Counseling and Human Services and approved.

## Minimum Hours

The Practicum/Internship requires a minimum of 700 hours of total service time performed over the period of approximately nine to twelve months. As part of the 700 hours, you must have 40 direct practicum hours (100 total) and 240 direct internship hours (600 total hours) with clients in individual and group sessions or other approved forms of direct contact. The site you choose may demand a minimal number of hours or a certain

period of days (i.e. student must be there Tuesday- Thursday, or four weekdays). Practicum placement must be completed before a student can enroll in the internship class.

Students generally do not accumulate an equal number of direct hours spread over the Practicum/Internship reporting periods. The first reporting period includes time spent on site attending student orientations and training events required before students can start seeing clients. As you become more familiar with site operations, and demonstrate increasing skills, you should see an increase in direct contact hours. Note also that hours spent in the training seminar also are to be included in your total hours.

## **Apply to the Sites Directly**

Once approved to begin the process, students contact the sites directly. You can contact the site by phone, email or mail your application materials directly to prospective sites using the contact information provided by DCHS. You need to prepare a cover letter, resume, references, and other specific materials requested by some training sites. (*Individuals providing reference letters should be given several weeks' notice.*) In most instances, students should plan on applying to three or more sites. Use the sites list (given to you in the information packet at the information session) to identify sites you wish to apply to. Be sure to check if the site has a particular start date. For example, if you are applying for January placement, do not apply to sites that do not accept January starts.

Sites notify students who will not receive further consideration within a reasonable time so students can make other arrangements. Sites vary in how and when applicants are interviewed. Each training site has its own time schedule regarding the date that offers are made and acceptances of offers by applicants are required. For the Fall, many sites will make their selections in early March or April. For the Spring, many sites will make their selections in early October.

## **Site Confirmation & Training Agreement**

Once a student has agreed to accept a training site, the student needs to return the Practicum or Internship Agreement to the Fieldwork Director through the Canvas Shell under Assignments.

## **Student Evaluations**

Students will be evaluated by their supervisors a minimum of three times during the course of their training. The evaluations must be completed and submitted electronically via Qualtrics. The student must sign the evaluation form electronically; the signature is an indication that you have reviewed and received the evaluation, not necessarily that the student agrees with the evaluation. **PRINT AND KEEP AN ORIGINAL COPY OF YOUR EVALUATION ELECTRONICALLY SIGNED BY YOU AND THE SUPERVISOR.**

Evaluation of the student's experience is conducted in consultation with the on-site supervisor(s); however, the final grade is the responsibility of the university Practicum/Internship instructor. In the event the site supervisor submits a negative written evaluation, the instructor of record will bring this documentation to the DCHS chair for discussion. The student will be contacted to present their perspective of their clinical performance. If the negative evaluation occurs during the Practicum/Internship, a decision will be made by DCHS chair and the instructor of record on whether the student will be able to continue the experience, whether a grade of failure will be recorded, if additional hours will be required, or if there is another appropriate course of action. If the negative evaluation occurs at the end of Practicum/Internship, the instructor of record and DCHS chair will meet with the student to determine if the student met the course requirements satisfactorily, or if and when the student may retake the experience. If unethical or unprofessional behavior is documented, a student's program of study may be terminated.

## **Practicum Objectives**

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At the conclusion of the practicum, counselors-in-training will be able to:

- Compare and contrast theories of motivation and enhancing the achievement of all students.
- Develop skills of a professional school counselor and develop the student's professional counselor identity.
- Receive supervision from a licensed school counselor with, at minimum, 2 years' experience.
- Utilize an instructional environment and ASCA National Model for individual and group counseling.
- Participate in a variety of professional experiences expected of a professional school counselor.
- Demonstrate professional school counseling knowledge and counseling skills.
- Understand the value of professional research regarding school counseling topic germane to the profession.
- Identify effective strategies for culturally diverse students.
- Effectively receive and use feedback from counseling session using audio/visual recordings of counseling sessions.

## Internship Objectives

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At the conclusion of the internship experience, counselors-in-training will be able to:

- Understand the relationship between standards-based school counseling curriculum and school counselor effectiveness.
- Develop skills for using data from various sources (including students and parents) to make valid instructional decisions.
- Demonstrate skills to deliver effective developmental classroom guidance, individual planning, responsive services, and system support.
- Demonstrate effective small group facilitation skills.
- Utilize a variety of strategies to assist students in academic success.
- Understand the necessity of collaboration with administrators, teachers, and parents.
- Demonstrate effective counseling skills.

### Course Relationship to Conceptual Framework:

As outlined in the College of Education's Conceptual Framework, it is expected that this class will help prepare skilled professionals who embrace equity, inquiry, and innovation. This course will assist in helping students to:

- Embrace equity, diversity, and social justice
- Ensure high quality preparation of education and counseling professionals
- Engage in research-based inquiry and practice
- Provide continual professional growth opportunities
- Infused and enhance the use of technology
- Collaborate with campus and community partners to effect change
- Work across college and university to optimize the efficiency and effectiveness

In abiding by the general consideration for this course, counselor candidates will display knowledge skills and dispositions related to the conceptual framework of equity, inquiry, and innovation.

### Terms

*"Direct service"* includes face-to-face provision of counseling services to individuals or groups designated as clients by the agency/program. This includes intake interviewing, individual counseling, group counseling, psychoeducational groups, family counseling, couples counseling, co-therapy with senior mental health staff, crisis intervention, and outreach. Treatment planning and behavioral intervention planning with the client also fits into the direct service category. Telephone consultation with client is within the bounds of direct service; however, telephoning on behalf of the client is not. Shadowing or observing other therapists does not constitute

direct service; however, if the student takes the lead or provides co-counseling while shadowing or while being observed by a therapist, that does constitute direct service.

*“Indirect service”* may include community outreach, formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in service training/seminars, consultation or education, program development or evaluation, and support services (i.e. report writing, record maintenance, and progress notes). Development of treatment plans and behavioral interventions outside of face-to-face sessions is included here. Hours spent in the training seminar course are included as a training activity under indirect service.

*University Supervisor* is the title given to the instructor of record for the Practicum and Internship courses. These faculty members will likely change throughout your fieldwork experiences. You will be assigned to a section of fieldwork through a Canvas Announcement.

## **Consent/Confidentiality**

Consent forms for audio/video taping are provided by the DCHS, or the agency may choose to provide its own forms. Students are required to adequately disguise/remove identifying client information when turning in written reports to training seminar leaders or when discussing cases with training seminar groups.

## **Evaluation of Students**

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, clinical skills, and professional dispositions. Site supervisors complete the Counselor-In-Training Evaluation midway through the internship and at the end of the internship.

## **Roles and Responsibilities in Training**

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The training experiences unite student, supervisor, and the Department of Counseling & Human Services (DCHS) in a working relationship in which all parties are responsible to each other.

### **Site Supervisors**

Those involved in training counselors shall conduct themselves in an ethical and professional manner in all training activities. The ASCA Code of Ethics and Standards of Practice shall govern their behavior at all times. The supervisor practices and permits only those empirically based interventions that follow the current practice guidelines of the ASCA. Site supervisors will:

- communicate clear expectations to students,
- set up regular times for supervision,
- provide adequate school counseling opportunities for the students to meet training requirements,
- evaluate students in a timely manner,
- give clear and frequent feedback to students regarding their progress in training,
- inform the University as early as possible of any difficulties encountered at the training site,
- inform the University of any changes in the training experience (i.e. supervisor change, change in treatment populations), and
- provide the School Counselor Program Coordinator with your school counseling license number and years of experience.

### **The Department of Counseling & Human Services (DCHS)**

- Secures and maintain affiliations with approved sites
- Provides students with resource materials describing approved sites
- Advises students during the application process to secure a good match between student training needs and available site experiences
- Monitors student progress during training

- Works with organization personnel, supervisors, and students to resolve any training problems that may be encountered
- Develops new training sites and monitors the quality of training in existing sites
- Maintains up-to-date records of student progress in training and consults with student and supervisor regarding student progress
- Maintains close working ties with the training sites and visits training sites

## **Students**

- Conduct themselves in an ethical and professional manner in all training activities. The ASCA Code of Ethics and Standards of Practice shall govern their behavior at all times on the site as well as at the school. The student must practice only those empirically based interventions that follow the current practice guidelines of the ASCA.
- Shall integrate themselves into training sites and develop respectful working relationships with staff and clients. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor.
- Are expected to appear for all events upon which they have agreed. They should clear vacation times with their supervisors.
- Shall cultivate an attitude of openness to self-examination, supervision, and new learning
- Shall immediately inform their supervisor and the course instructor of record of any difficulties encountered
- Shall make effective use of supervision by preparing for supervision sessions, bringing relevant material from client sessions to supervision. Students are expected to be responsive to direction and guidance from their supervisor, and to implement supervision guidance into their work with clients.

## **Insurance**

All students registered for Practicum/Internship must provide documentation of professional liability insurance. As a member of the ASCA, you receive a discount for student liability insurance; however, you may obtain your liability insurance from other sources.

## **Professional Behavior Expectations**

UCCS has a strong commitment to developing counseling practitioners who demonstrate high levels of professionalism and counseling skill. Its programs are rigorous and demanding, and we require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of the DCHS that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and counseling requirements; they are expected to conduct themselves in an ethical and appropriate manner at the training site as well as become familiar and abide by the ASCA Ethical Standards. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor. Any activities that appear to violate the principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate committee and/or administrative unit. The following are examples of inappropriate and unethical behaviors on a Practicum/Internship:

- Failure to follow defined training guidelines
- Failure to appear for any scheduled event at a site, such as a therapy session, supervision, etc., without confirming the absence ahead of time with the supervisor
- Taking vacation time without obtaining approval from the supervisor
- Taping an interaction with a client without the expressed and written permission of the supervisor and parent
- Removal or private use of any materials from the site without approval of the supervisor

- Playing video of student sessions or presenting client material to another party without the expressed permission of the supervisor and parent
- Inappropriate use of computer-generated interpretative reports; using material from these reports without citation in case presentations is considered plagiarism
- Withdrawing from a leaving the training experience (quitting) without the permission of the DCHS University Supervisor
- Accepting one site and then turning it down to accept another site
- Acting in a manner inconsistent with the tenets of counseling as outlined in the ASCA Ethical Standards
- Demonstration of led or immoral conduct by a student in connection with the delivery of services to clients or interaction with staff, faculty, or other students
- Demonstration of rude, demanding, or threatening behavior toward another member of the training community or UCCS community (student, faculty, staff, or administration).
- Offering to provide or providing services that are beyond the scope of the student's training, experience, or emotional functioning
- Conviction of a crime that has a direct bearing on the practitioner's ability to practice competently
- Continued practice by a student who has become unfit to practice under supervision due to:
  - Inappropriate behavior in counseling and academic settings; or
  - Addiction to, abuse of, or severe dependency on alcohol or other drugs which endanger the public by impairing the practitioner's ability to practice safely

Any questions about these training guidelines may be directed to the department chair.

## **Ethical Behavior**

If a report is made to the DCHS faculty that a student has violated the ethical principles of the American School Counseling Association or one of its divisions, the faculty will contact the student with the nature of the ethical complaint and convene a hearing within three weeks of learning of the reported violation. Based on the nature of the violation, the student may be asked to speak with the individual faculty member of the course, meet with the Department Chairperson and/or meet with the entire DCHS Faculty. If the report of an ethical violation is substantiated, the student will be required to complete remedial ethical studies and may be dismissed from the program. In all cases, students have the right of appeal based on College of Education and Graduate School rules. Prior to initiating fieldwork, all students must state in writing that they are familiar with and will follow the American School Counseling Association (ASCA) and/or the American Counseling Association (ACA).

ACA Code Ethics:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA Code of Ethics:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

## **ACA's Technology Competencies for Counselor Education Students**

At the completion of a counselor education program, all students should:

- be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice;
- be able to use audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences;

- be able to acquire, use and develop multimedia software, (i.e. PowerPoint presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice;
- be able to use statistical software to organize and analyze data;
- be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients;
- be able to use email;
- be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, procedures, and social and personal information; and
- be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.

To review the entire document, please go to:

<https://career.fsu.edu/sites/g/files/imported/storage/original/application/d1e04857cadae0a4ccca9c27dffd58e1.pdf>

## **Continuing Learning/Counseling Opportunities**

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Students in the DCHS program are encouraged to participate in those experiences that promote personal growth, self-awareness, and adaptability. Opportunities may include being a client for a practicum student, private counseling, activities on and off campus and the use of the University Counseling Center. Students are made aware of available extracurricular professional development activities in three ways. First, information is sent to the student's University e-mail account; second, professional development activities are announced in each faculty member's classes; third, information is posted in bulletin boards outside each faculty, member's office and outside the COE office; all are located on the third floor of Columbine Hall. Students may receive limited credit for practicum and internship hours for participating in personal and professional development activities that meet the criteria described in this Manual.

The department also plans and co-sponsors workshops for students and graduate. Students are encouraged to take advantage of these opportunities.

# Fingerprinting Instructions for All School-based Field Experiences

Direct questions to: Student Resource Office [education@uccs.edu](mailto:education@uccs.edu) 719-255-4996

## **BEFORE** you get fingerprinted:

Create a permanent eLicensing account on Colorado Department of Education: (critical step; your fingerprints are tied to this account)

<http://www.cde.state.co.us/cdeprof/studentteaching>

The screenshot shows the Colorado Department of Education website. At the top, there is a search bar and a navigation menu with links for LICENSING, ABOUT CDE, STATE BOARD, OFFICES, STAFF DIRECTORY, NEWS, and CAREERS. Below the navigation menu, there are five colored buttons: FAMILIES (green), EDUCATORS (orange), DISTRICTS (red), COMMUNITIES (purple), and SCHOOLview (blue). A teal banner below the buttons contains a red cross icon and the text "STAY INFORMED: Visit CDE's COVID-19 Resources for Schools page". Below the banner, there is a "Home" button and a "Fingerprinting for Field Experience Educators (Student Teachers)" section. In the "Jump to:" section, there are three links: "Definitions", "How Do I Submit Fingerprints as a Field Experience Student?", and "Frequently Asked Questions". A red arrow points to the "How Do I Submit Fingerprints as a Field Experience Student?" link. On the right side, there is a vertical menu with links for Educator Talent Home, Preparation, Licensing, Educator Effectiveness, Development, Principal Resources, Early Childhood Workforce Development, and Colorado Teaching Jobs.

## 1) Scroll down to “How Do I Submit Fingerprints as a Field Experience Student”

### **How Do I Submit Fingerprints as a Field Experience Student?**

You must be enrolled in an [approved traditional Colorado educator preparation program](#) and must already be placed, or know where you'll be placed, in a field-based learning experience in a public school before you can be fingerprinted as a Field Experience Student.

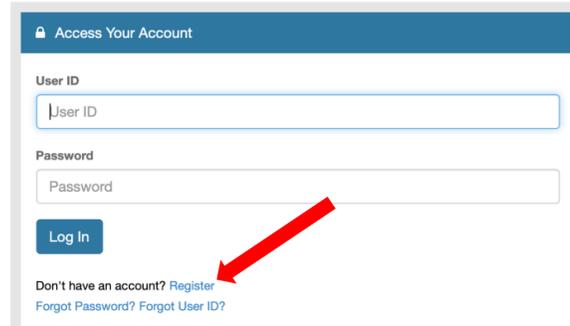
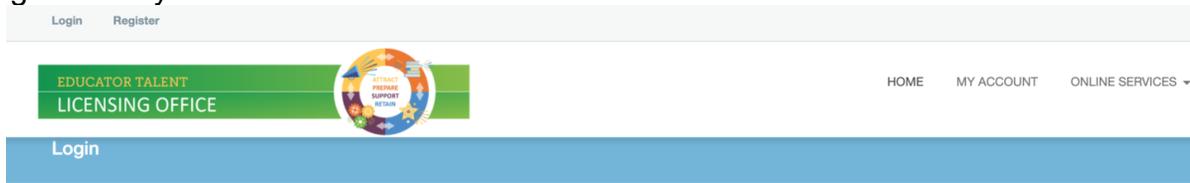
1. Create your lifetime account in the eLicensing system, or, ensure that you are able to log in to your existing account if you have already registered. If you do not complete this step, CDE will not have your account to file the results in and you may need to repeat the process after you have created this account.

[Log in to eLicensing](#)

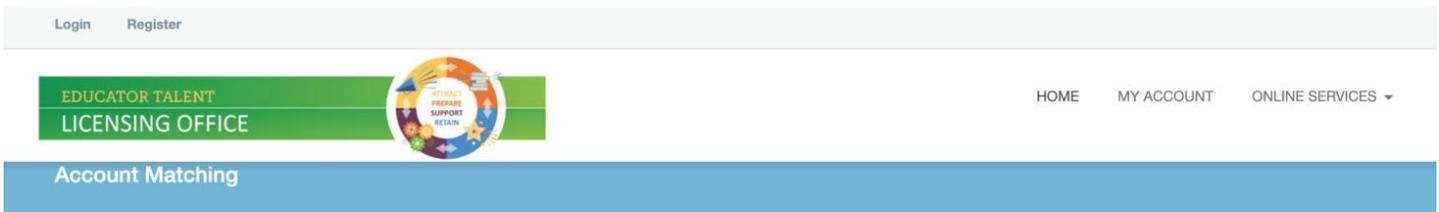
2. Schedule your fingerprinting appointment with one of [CBI's approved fingerprinting vendors](#).
3. Gather the following:
  - A digital image of your valid college/university student ID card which clearly displays your student ID number
  - The name of the school district(s) or charter school(s) where you will be or have been placed in for your field experience
4. Submit the required Field Experience Background Information Form as soon as you have submitted your fingerprints. This form must be submitted **AFTER** you submit your fingerprints.

[Field Experience Background Form](#)

2) After clicking on the “Log in to eLicensing” button, it will take you to this page. Make sure to “Register” for your lifetime account with CDE.



You will also see this page letting you know you will only be permitted **one** CDE lifetime account.



Fields marked with an asterisk \* are required.  
Step 1. Individual

**Register as:**

- Individual
- Business

**Register as an Individual**

**Important Note:** The Colorado Department of Education does not issue credentials to businesses, schools, school districts, or any entity other than individuals. Leave the setting of the question above on "Individual." (The business option shows up here only because it's a requirement of other Colorado agencies that use this licensing system.)

If you are here on behalf of a school, school district, or any other entity, register your account under *your* legal name. Do not register using the name of your organization.



### Account Matching

If you attempt to register as a business, your account will be closed and any applications submitted under that account will become null and void.

#### Past CDE Contact

If you have had any direct or indirect interaction with the CDE you may already be in our database. These interactions may have included:

- Having already created an eLicensing account (Only one account per person, per lifetime is permitted)
- Holding a current or expired Colorado credential
- Sending fingerprints to the Colorado Bureau of Investigation for licensing purposes
- Sending test scores to CDE

Is there a chance you're already in our database?

- Yes  
 No

Next

Cancel

3) Create your lifetime account with CDE using your Legal Name as it appears on your government-issued photo ID (Driver's license, passport, military ID, etc.) Student ID is NOT acceptable. Also note, you must verify your email address to make the account "active. Please choose an email you have easy access to.



### Registration

#### Account Information

\* denotes required fields

\*User ID

\*Email

\*Password

Confirm Password

#### Personal Information

\*First Name

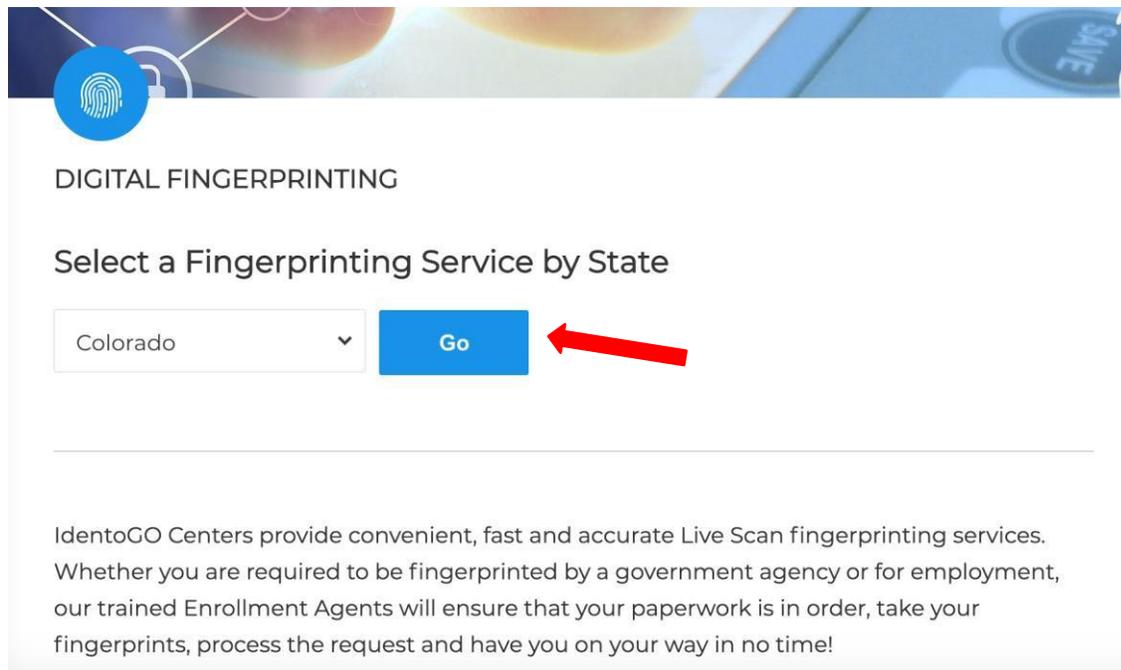
**NEXT: REGISTER ONLINE FOR FINGERPRINTING**

Go to <https://www.identogo.com/>

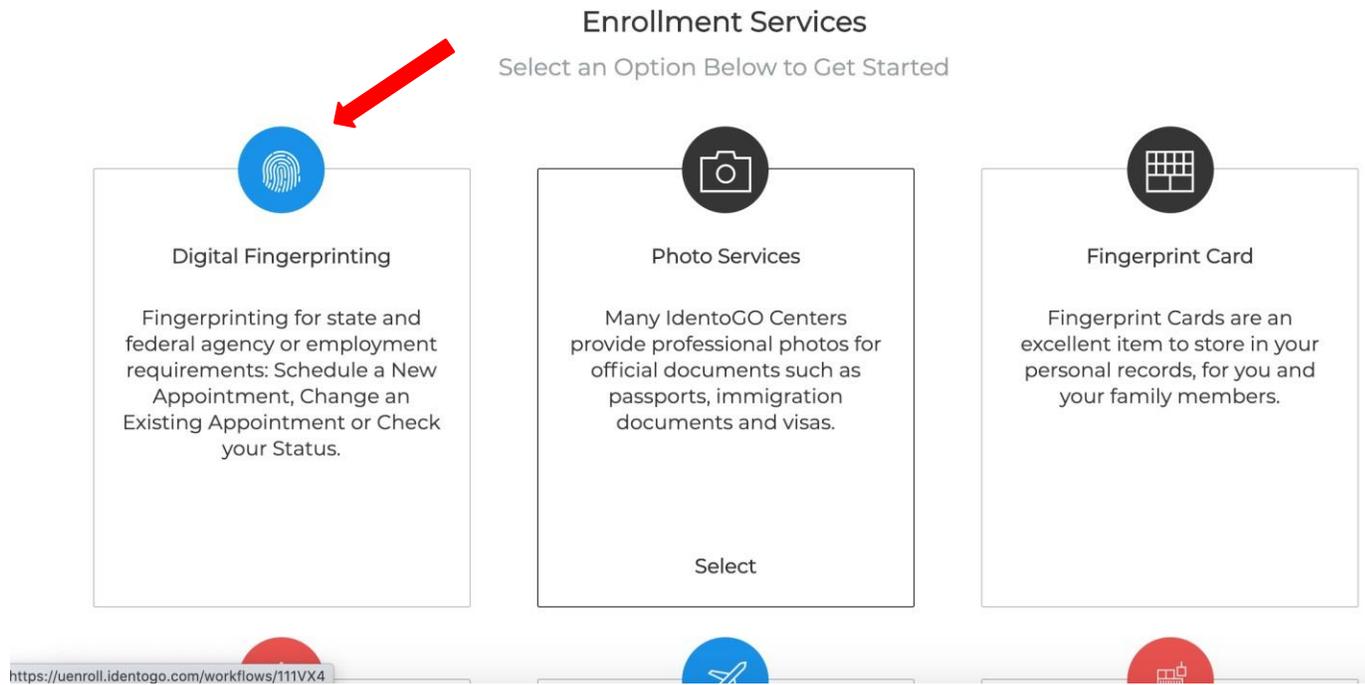
- 1) Click on blue tab on the upper righthand corner labeled “GET FINGERPRINTED”



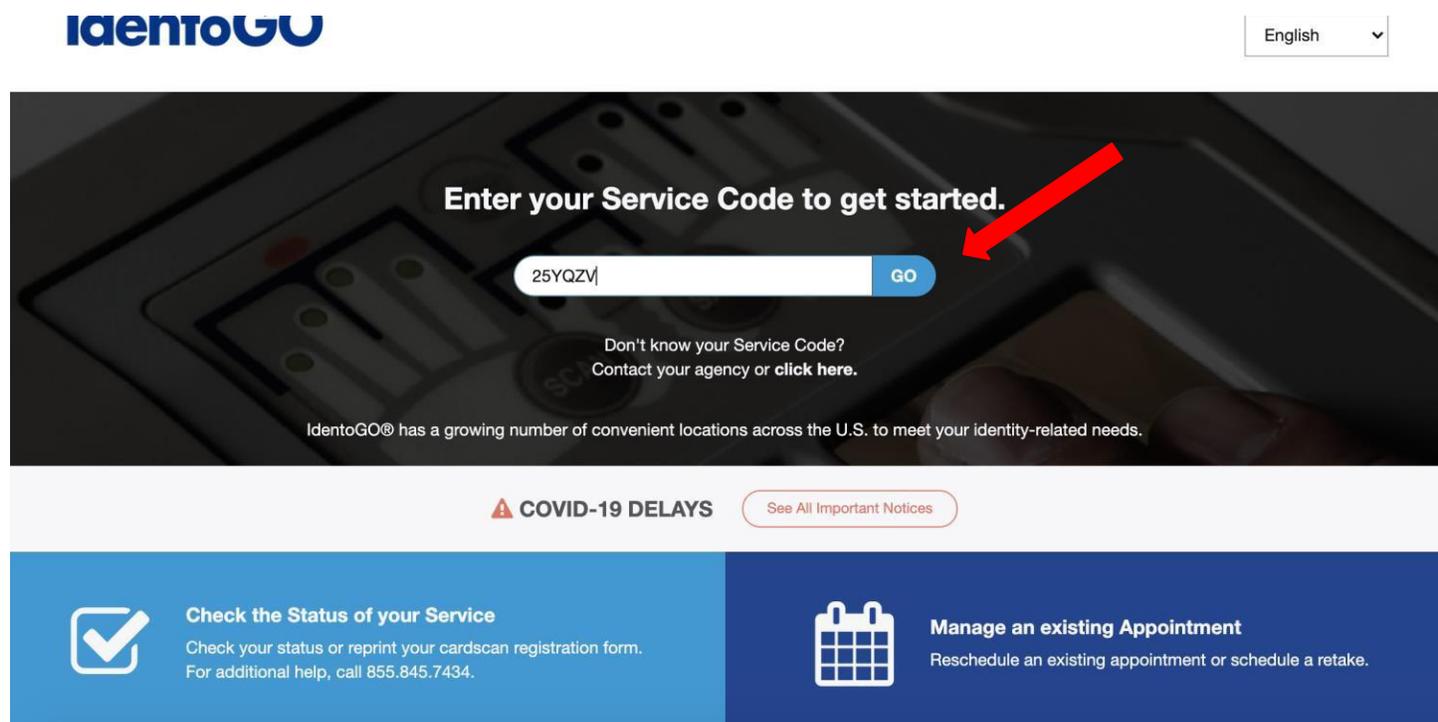
- 2) Scroll down and find “Fingerprinting Service by State” and select “Colorado” in the drop down arrow. Select “Go”



- 3) Scroll down to “Enrollment Services (Select an option below to get started)” and Select “Digital Fingerprinting”



- 4) Enter **Service Code: 25YQZV** and select “Go”



5) Click on Schedule or Manage Appointment.

The screenshot shows the IdentoGO website interface. At the top left is the IdentoGO logo, and at the top right is a language dropdown menu set to 'English'. Below the header is a blue banner with the text '25YQZV - Colorado Educator Preparation Program'. Underneath the banner, there is a 'Back to Home' link. A prominent feature is a grey button with a blue arrow icon and the text 'Schedule or Manage Appointment', with a red arrow pointing to it. Below this button, there are three sections: 'What do I need to bring to enrollment?', 'Locate an Enrollment Center', and 'Submit A Fingerprint Card by Mail'. At the bottom of the page, there is a blue bar with a URL on the left and a 'Manage an existing Appointment' button on the right.

6) Complete information to register.

The screenshot shows the IdentoGO registration form. At the top left is the IdentoGO logo, and at the top right is a language dropdown menu set to 'English'. Below the header is a blue banner with the text '25YQZV - Colorado Educator Preparation Program'. The form has a progress bar with three steps: 'Essential Info', 'Citizenship', and 'Personal Questions'. Below the progress bar, there is a note: '\* Required Fields'. The main instruction reads: 'Please enter your information below (letters, spaces, hyphens (-), and apostrophes (') are allowed in name fields). Then click 'Next' to check the status of your service or 'Cancel' to exit.' Below this, there are two radio button options: 'Name / Method of Contact' (selected) and 'UE ID / Date of Birth'. A green box contains the following notes: 'Notes: • Important! You must finish the registration process to be fingerprinted. You will receive an email or confirmation number when registration is complete. • Legal Name must match exactly on all identification documents brought to enrollment. • Remember the phone numbers and/or email address provided below, as they will be used to retrieve your information during your in-person enrollment.' Below the notes, there is a 'Legal Name' section with two input fields: '\* First Name' and '\* Middle Name (or NMN if no middle name)'.

- 7) Once you reach “Personal Questions” make sure to select “Yes” for the question “Do you have an Authorization Code (Coupon Code) that you will be using as a method of payment”. **The Student Resource Office (SRO) will issue a one time payment code to you when you provide your student ID number, email, and phone number to them in the form of an email to education@uccs.edu.**



**25YQZV - Colorado Educator Preparation Program**

Essential Info > Citizenship > **Personal Questions** > Personal Info > Address

\* Required Fields

Please answer the questions below. Then click 'Next' to continue or 'Cancel' to exit.

\* Have you ever used an alias?  Yes  No

\* Is your mailing address the same as your residential address?  Yes  No

\* Do you have an Authorization Code (Coupon Code) that you will be using as a method of payment?  Yes  No

**NOTE:** Please have Authorization Code available to enter on the website later in the scheduling process.

[Cancel](#) [Back](#) [Next](#)

- 8) Select “Next” - There are two Identogo locations in Colorado Springs.

**Note:** Your registration is not yet complete. You must select a location, as well as a date/time on the following pages prior to receiving your appointment confirmation.

Search for an Enrollment Center by Postal Code, City and State, or Airport Code. Number of Results: 5

80918 Use My Location Search

Location	Address	Next 7 Days	Distance
> Colorado Springs, CO	6011 E Woodmen Rd	12 appointments available	3.46 mi
> Colorado Springs, CO	1670 E Cheyenne Mountain Blvd	204 appointments available	8.49 mi
> Calhan, CO	556 Colorado Ave	7 appointments available	26.79 mi
> Canon City, CO	3245 E US Highway 50	0 appointments available	39.31 mi
> Parker, CO	11960 Lioness Way	14 appointments available	43.49 mi

[Cancel](#) [Back](#) [Next](#)

9) Use Authorization Code issued to you by the SRO and select "Next"

**IdentoGO** English

### 25YQZV - Colorado Educator Preparation Program

Documents Location **Payment** Date and Time

Enter Payment Information \* Required Fields

Please enter your payment information below. Then click 'Next' to complete your transaction or 'Cancel' to exit.

#### Apply Authorization Code

Authorization Code

**Apply Coupon**

25YQZV - Colorado Educator Preparation Program	\$49.50
<b>Total Amount Due</b>	<b>\$49.50</b> <i>(non-refundable)</i>

**Cancel** **Back** **Next**

(\*Authorization Codes are assigned by the SRO--Student Resource Office)

10) Complete registration; **screen shot order number and appointment date and time and send to [education@uccs.edu](mailto:education@uccs.edu) as confirmation of appointment.**

**\*THE AUTHORIZATION CODE IS YOUR FORM OF PAYMENT. IN ORDER TO PAY FOR YOUR FINGERPRINTING APPOINTMENT PLEASE CONTACT THE STUDENT RESOURCE OFFICE TO ISSUE YOU A ONE TIME PAYMENT CODE\***

### **THIRD:** Fingerprinting Appointment:

At Fingerprinting appointment, you must have your government-issued photo ID card with you and your order ID from your registration. **You will receive an electronic receipt, but you can also ask for a hard copy receipt when fingerprinting is done. A copy of this receipt needs to be submitted to the Student Resource Office in the College of Education.**

### **AFTER** Fingerprinting:

Go to the College of Education website <https://coe.uccs.edu/student-resource-office/fingerprints>

1) Scroll down and select the "Upload Receipts Here" tab

**UCCS College of Education Fingerprinting Receipt Form**

Student ID\*  First Name\*  Last Name\*

Academic Program

**Fingerprinting Receipt**

Attach Fingerprinting Receipt\*



- 2) Please fill out the form to include your Student ID, First and Last Name, and upload a copy of your receipt from the email you received from Identogo. Alternatively, you may scan (or take a picture) and upload a copy of the paper receipt given to you during your fingerprinting appointment.
- 3) Go back to CDE website to your permanent account to fill out your Field Experience Background Information Form. Choose districts to which you are assigned or hope to be assigned. This allows districts to verify your fingerprint information.

**\*Note – FINGERPRINT CARD PROCESSING MAY TAKE 4 MONTHS or more o PLAN AHEAD!**

**College of Education students who will complete a field experience (internship, practicum, student teaching, etc.) as part of their degree or endorsement program must submit fingerprint cards to the Colorado Bureau of Investigation (those results must be given directly from CBI to the Colorado Department of Education) in order to be appropriately screened before entering schools or agencies as a fieldwork student.**

**The School Counseling Coordinator will be in contact with you about the process for fingerprint cards as this can change from year to year.**

## **Criminal Record**

Some students express concern about their criminal background history affecting their chances of being licensed to teach in the State of Colorado. To get a better idea of where you stand, you can read through the following Colorado Revised Statutes regarding denial of licensure based on criminal history. **We cannot guarantee that you will be granted a license, even if we do allow you to complete our licensure program.** The decision to license belongs solely to the Colorado Department of Education. Also, please be aware that in some cases, CDE may approve you for licensure, but some schools or school districts may still deny you a job based on the same criminal history. [22-60.5-107. Grounds for denying, annulling, suspending, or revoking license, certificate, endorsement, or authorization.](#) You may request a copy of your current

background check in Colorado if you have previously submitted your fingerprints to CBI. Visit the [CBI Records Check](#) website for instructions. Keep in mind that this report is not a replacement for your fingerprinting requirement for our program. If your fingerprints were not submitted through CDE, you will need to resubmit, even if there is a background check on file for you from a previous/different fingerprinting procedure.

## Frequently Asked Questions

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This section of frequently asked questions should serve to answer many of your questions.

### Practicum/Internship

**Q: I work full time. How can I complete a Practicum/Internship that needs 20 hours a week of my time? I just cannot give up my employment.**

A: *Very careful planning*, including consideration of available financial aid, adjustments to work schedules, and the length of time you have allowed to complete the degree program. The training can be delayed. One option is to not start the Practicum/Internship until all other coursework is complete. The delay may allow time to consider alternate employment settings. Many students are career changers, and some choose to begin transitioning to human services-related jobs or a combination of part-time or temporary positions in the counseling field while they are in the master's program. In special instances, some students are able to find sites that allow them to work less than 20 hours per week. The Department of Counseling & Human Services (DCHS) requires all students to work a minimum of 10 hours per week on their practicum and internship hours.

**Q: Can I do my Practicum/Internship at my employment location?**

A: No, not usually. Otherwise, dual relationship issues arise. In larger organizations, if you can show administrative separation between your employment supervisor and your training supervisor, you may be able to use them as a training site. However, you must show an organization chart that shows your training and employment supervisors report to different individuals and document via proposal signed by both supervisors that the experience is in accordance with the guidelines identified herein. In some locations, you may not perform Practicum/Internship duties at your work location due to federal fair labor laws. They cannot expect you to provide services for free if you provide those, or very similar services, as an employee.

However, it is sometimes true that you can be employed by your fieldwork site. This changes the entity responsible for your worker's compensation policy and you need to mark the correct box on the Risk Management Form indicating that

**Q: What are sites looking for in students?**

A: In general, they are looking for students with an attitude of openness to new experience and supervision, a curiosity about the field and about people, and a desire to apply and improve counseling skills. To this end, you may field interview questions about why you chose the counseling field, what you personally have to offer to clients, and what your strengths are. Interviewers may ask what was most important to you in the counseling education program. They may ask if you have a particular theory of counseling. Supervisors look for students who

show some evidence of a willingness to explore their own motivation as well as willingness to work with others. Some sites want their student to have some background experience in human services delivery. To this end, it is always beneficial to students to obtain some volunteer experience working with others.

**Q: How can I be sure I get a site?**

A: Much in the same way you seek employment. Choose a variety of sites to apply to, at a minimum, three sites. We do not make placements. You must prepare and present yourself to the various agencies and organizations. The sites select students who they feel they can work with. The key elements include:

- A well-written resume, that clearly articulates your objectives, clearly provides an employment history, and provides a summary of your skills/qualifications and how they are useful to you in working with people in mental health settings. Include your coursework to date. Include your volunteer work and professional or interest organizations to which you belong.
- A well-written cover letter SPECIFIC to the site to which you are applying. Briefly identify yourself, your reasons for wanting to work for them, and what you feel you have to offer them. Give them a reason to look at your resume and call you for an interview.

Have references available at your interview (name and phone number). Some sites require you to have written references as part of your application. Plan this in advance by getting your references before you apply to sites.

Return phone calls. Schedule interviews as soon as possible and *honor those appointments*. Follow up after your interviews.

Be prepared for your interviews. Dress professionally. Ask questions about their expectations and answer their questions honestly. Be flexible in your expectations about hours and days and show a willingness to adjust your personal schedule to be able to meet theirs.

Also, remember, this is a training engagement. Your responsibility is to learn to apply core counseling skills. No one expects you to be an expert. You are expected to learn about establishing therapeutic relationships with people, maintaining empathy, and applying theoretical knowledge while you learn about your own capabilities and limitations. At this point, you do not need to necessarily be working with a specific population. It is more important to have the opportunity to practice basic skills, rather than to obtain a training experience that works with one particular population in which you are interested.

## **Choosing an Internship Site**

**Q: How do I choose an internship site?**

A: There are many factors you will want to take into consideration when selecting an internship site. The most important being whether the site will give you the experience you are looking for and the area of interest you have in the field of mental health.

Regardless of the site in which you anticipate for your internship, here are some additional things to consider when selecting a site:

- Accessibility – can I get there?

- Hours – how do they fit with my other commitments?
- Responsibilities – do I have the skills to do the job and will I learn new things to move my career forward?
- Contacts – will I be able to expand my professional network?

**Q: What do I do when I get an interview at a potential internship site?**

A: Treat this opportunity as an interview for a job. Dress and act professionally, have the school requirements for internship with you as well as your resume. Be ready to discuss why you will be a good fit with the team and about your past experiences that will help you at this site. Be ready to ask questions about the site and interview how the site will be able to provide you with an opportunity to practice in the field for both your educational and professional needs.

**Q: Are internships paid?**

A: Most are not paid however there is an increasing number of paid positions that will accept a graduate student in the role. Remember – the key to an internship is that you come away with experience that will let you move your career forward. Some employers may call positions “internships” when they are in fact entry-level jobs and are compensated at entry-level pay. When considering these opportunities, look beyond the pay and ask, “What will I learn?” If you believe you will learn new skills related to your career field of choice, as well as develop important professional contacts, this may be a good opportunity to pursue.

**Licensure**

**Q: Can I get my LPC as a school counselor?**

A: Yes, the training is the same. You must go through the licensure process through DORA (Department of Regulatory Agencies Mental Health Division).

**Q: What do I do after graduation?**

A: There are three options for post-graduate students. The Unlicensed Psychotherapist designation, the Licensed Professional Counselor Provisional (LPCCP), or a Licensed Professional Counselor Candidate (LPCC). All the above require a passing score on the jurisprudence examination. The LPCC is the same registration form need to apply for your LPC. You will need to pass the Jurisprudence Examination, provide transcripts and proof of graduation from a CACREP institution, passing NCE scores, and of course a fee. Each application form specifies other documents needed. Links to the above-mentioned options are provided below as well as a link to the Colorado Revised Statutes regarding Mental Health. This document has all the information you will need regarding licensure, collecting hours, prohibited activities, etc.

Link to Colorado Revised Statutes, Title 12 Professions and Occupations, Article 43 Mental Health:

<https://leg.colorado.gov/sites/default/files/images/olls/crs2018-title-12.pdf>

Link to the Licensed Professional Counselor Candidate Form and Information:

<https://www.colorado.gov/dora>

Professional Counselor Candidate Registration. Effective July 1, 2011, you may register as a Licensed Professional Counselor Candidate when you are completing the post-degree supervised experience hours for Licensed Professional Counselor licensure. This is a one-time registration which will expire in four years. Licensed Professional Counselor Candidates are eligible to receive a temporary permit that allows them to practice professional counseling under Board-approved supervision while completing the requirements for licensure as a professional counselor; however, your education must be approved before a permit is granted. Refer to C.R.S. 12-43-603 for more information.

Registered Psychotherapists (previously known as “Unlicensed Psychotherapists”. Individuals who currently provide psychotherapy services and/or are completing their experience and supervision for certification or licensure, are required to be registered in the Registered Psychotherapist Board Database pursuant to C.R.S. 12-42-702.5, unless they are registered as a Licensed Professional Counselor Candidate (see paragraph above). It is the applicant’s responsibility to comply with one of these requirements. Submission of a licensure or certification application does not exclude the applicant’s responsibility to be registered in the database. Failure to be registered appropriately may result in applicant’s inability to receive credit for supervision/experience hours accrued in Colorado.

Basic Requirements. Requirements for licensure are outlined in the Colorado Revised Statutes, specifically 12-43-501, and the Board rules. Both are available online at:

<https://dpo.colorado.gov/ProfessionalCounselor>

**Q: How many hours do I need to apply for my LPC?**

A: Post Master’s degree, you are required to obtain 2000 hours of experience and 100 hours of supervision evenly distributed over the 2000 direct hours. Please refer to DORA or the Mental Health Statutes for specific guidelines.

**Q: How do I apply for my LPC?**

A: <https://dpo.colorado.gov/ProfessionalCounselor> Look under the *Division of Registrations* and pick the appropriate license under *license applicants*. It will provide FAQs and appropriate forms

**Q: Who can supervise me?**

A: For LPC licensure supervision, you may be supervised by a licensed professional. This can include LPCs, LCSWs, LMFTs as well as a Psychiatrist or Psychologist. Please refer to DORA guidelines to ensure appropriate supervision.

**Q: How much does supervision cost?**

A: If you receive supervision through your agency of employment, supervision may be considered part of your benefit package. If not, you may need to procure supervision from private practice. This may cost anywhere from \$30 - \$300 per hour. Please make sure that our supervisor is licensed and meets the criteria outlined by DORA.

**Q: Can I come back to be a lab leader?**

A: Yes! You can lab lead for UCCS and count those hours toward licensure and receive free supervision!



# Professional Memberships & Liability Insurance

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## Professional Organizations

*American School Counselor Association (ASCA) recommends and provides coverage through Forrest T. Jones & Company:*

<http://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>

*American Counseling Association (ACA) recommends HPSO Insurance:*

<http://www.counseling.org/>

<http://www.hpsso.com/>

*Colorado Counseling Association (CCA) recommends CPH Insurance:*

<http://www.coloradocounselingassociation.org/>

<http://www.cphins.com/>

<http://www.ftj.com/products/detail/12>

## Praxis Exam

On March 30, 2016, the Colorado State Board of Education approved revisions to the rules for the administration of the Educator Licensing Act, which defined an approved program for the preparation of school counselors as one that is accredited by the Council for Accreditation of Counseling or Related Educational Programs (CACREP). What follows is a timeline for “grandfathering” applicants who completed or were enrolled in non-CACREP programs prior to or shortly after the rules change.

The Praxis is required for all Colorado Initial Special Services Licenses (License School Counselor in Colorado through CDE)

PRAXIS 5421 (min. score: 156)

See: [https://www.cde.state.co.us/cdeprof/licensure\\_ssp](https://www.cde.state.co.us/cdeprof/licensure_ssp)

## What is NBCC and NCC, and how is the NCC different from an LPC?

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- NBCC stands for the National Board for Certified Counselors
  - The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification and to maintain a register of those counselors.
- NBCC offers a national certification and three specialty certifications. A prerequisite and co-requisite of all three specialty certifications is the NCC.
- The National Certified Counselor (NCC)
  - The NCC certification was launched by NBCC in 1983 as a result of the efforts of members of the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have been certified as NCCs. The NCC is one of two NBCC certifications that are accredited by the National Commission for Certifying Agencies (NCCA). The NCC is the prerequisite for all specialty certifications (below) with NBCC.
  - The [National Counselor Examination for Licensure and Certification \(NCE\)](#) is required for the NCC certification.
- The Specialty Certifications offered through NBCC:
  - **The Certified Clinical Mental Health Counselor**
    - The CCMHC was launched originally in 1979 by the National Academy for Certified Clinical Mental Health Counselors. In 1993, the Academy and NBCC reached an agreement for NBCC to take over administration and testing for the CCMHC certification. Over 1100 NCCs currently hold the CCMHC certification.
    - The National Clinical Mental Health Counselor Examination (NCMHCE) is required for this certification.
  - **The National Certified School Counselor (NCSC)**
    - The NCSC certification was launched in 1991 in cooperation with the American School Counselor Association (ASCA). There are more than 2,500 NCCs who also hold the NCSC certification.
    - The National Certified School Counselor Examination (NCSCE) is required for this certification.
  - **The Master Addictions Counselor (MAC)**
    - The MAC certification was first offered in 1995, and testing with the EMAC began in 1996. The MAC is one of two NBCC certifications that is accredited by the National Commission for Certifying Agencies (NCCA). The MAC is also recognized and accepted by the U.S. Department of Transportation (DOT) as qualifying for the Substance Abuse Professional (SAP) training and credential. More than 700 NCCs currently hold the MAC.

- The examination for Master Addictions Counselor (EMAC) is required for this certification.
- **The National Counselor Examination for Licensure and Certification (NCE)**
  - The NCE is used for two purposes: national counselor certification and state counselor licensure. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.
  - Satisfactory performance on the National Counselor Examination (NCE) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). [Click here](#) for information on the NCC credential.
  - Many states also use the NCE for state credentialing (LPC, LAPC, LPGC, etc.).
  - For a link to each state, specific state boards, or licensing requirements go to:  
<https://www.nbcc.org/search/stateboarddirectory>
- **Examination Format**
  - The NCE is comprised of 200 multiple-choice questions and is scheduled for a four-hour period beginning at 9:00 am. Responses are recorded on a separate machine-scorable answer sheet.
  - A different edition of the NCE is compiled for each administration of the exam. Each form's questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE, and the answer sheet are copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethics.
- National Board of Certified Counselors  
National Counselor Exam for Licensure and Certification for the State of Colorado holds two locations for the computerized testing:
  - **Denver (Aurora), Colorado**
    - H&R Block Office
    - 13693 E Iliff Avenue
    - Suite 100
    - Aurora, CO 80014
  - **Grand Junction, Colorado**
    - H&R Block Office
    - 2830 North Avenue

- Unit C-1B
- Grand Junction, CO 81501

- **What is national certification?**

- National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC. NBCC is the largest national counselor certification program in the world.

- **What is a state license?**

- A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license, and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, LPC-MH.

- **Maintaining Certification**

- National Certified Counselors (NCCs) are certified for a period of five years and receive a professional certificate. NCCs must adhere to the NBCC Code of Ethics and must pay, on a yearly basis, an annual certification fee. At the conclusion of each five-year cycle, NCCs are required to be able to provide documentation of completing 100 clock hours of continuing education, or they may opt to retake and pass the NCE.
- Documentation of post-graduate counseling experience and supervision: 3,000 hours with a minimum of 100 hours of counseling supervision, both over a 24-month post-master's period. Supervisors must hold a master's degree or higher in a mental health field. **(Important Note: The post-master's experience and supervision requirements are waived for graduate students who have completed CACREP accredited tracks).**

- **Colorado Licensure Requirements:**

- Post-master's practice in psychotherapy under supervision in no fewer than 24 months
- Supervision evenly distributed over the 2000 hours and 24 months from graduation
- 600 hours of teaching under supervision, up to 30 hours supervised
- For each 1000 hours of supervised practice in psychotherapy, applicants must receive a minimum of 50 hours of supervision (35 of the 50 must be face-to-face supervision)
- Jurisprudence Examination
- National Certified Examination (NCE)
- Application
- Exam Results
- Examination results valid for up to five years after the date of the examination

- **Colorado Licensure Examination Registration**
  - National Counselor Examination for Licensure and Certification (NCE)
  - When you register for the first time submit an official, sealed (unopened) transcript showing conferral of your degree in counseling or related fee
  - Can reschedule, 6-month eligibility period through the state
  - Register as a Licensed Professional Counselor Candidate
- <https://www.colorado.gov/pacific/dora/node/94451>
- [www.nbcc.org](http://www.nbcc.org)

*It is important to be clear about your credentialing goals. It is common for counselors to confuse state counselor licensure and national certification. Although the examination (NCE) may be the same, the credentials and processes are very different.*

## **CACREP**

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- The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is an independent agency recognized by the Council for Higher Education Accreditation (CHEA) to accredit master's degree programs in: addiction counseling; career counseling; clinical mental health counseling; marriage, couples, and family counseling; school counseling; student affairs and college counseling; and the doctoral program in Counselor Education and Supervision (CES)
- In the United States, there are two types of accreditation- institutional and specialized. Institutional looks at the entire institution and specialized accreditors such as CACREP, look at professional preparation programs within institutions
- When a program is reviewed by CACREP, the focus is on the program that offers the graduate degree in counseling, so it is the program that holds the CACREP accreditation not the department or the university or college in which the program is housed. Eligibility for CACREP includes having institutional accreditation.