Welcome to Wayne State College!

The counselor education faculty of Wayne State College is pleased with your interest in our program. We are proud of the program. We believe it provides a strong base of theory and practical skills that enable our graduates to thoughtfully and respectfully provide assistance to people in need. The program is based on a philosophy of empowerment: counselors helping people to make decisions and take actions that they choose in their lives.

The official description of the requirements for the program is printed in the WSC catalog. This handbook was assembled to provide easily accessible information. It includes a list of the outcomes we intend for each person who graduates. This is what you can expect to know and to be able to do at the completion of our program. Admission requirements and typical programs of study are included. The Checklist for Graduate Admission / Progress in Counseling enables students to keep track of their progress as they move through the program.

The handbook also provides copies of forms that are required in making application for admission through internship and graduation. It is our hope that having these materials collected in one place will make it easier to accomplish these necessary tasks.

The handbook is not intended to answer all of your questions. Additional information, including a student orientation video, can be found on our Facebook page by searching for “School of Education and Counseling – WSC.”

Please feel free to contact any of us with further questions or simply to talk about counseling as a profession.

School of Education and Counseling
Brandenburg Education Building
402-375-7164

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Help Clinic & Cohort Coordinator
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Checklist for Graduate Admission / Progress in Counseling

(Refer to the WSC General and Graduate Catalog for official information about admission.)

LEVEL 1  Admission to Graduate Studies  (Complete the steps below before beginning courses)

___ a. Complete a baccalaureate degree from an accredited institution.
___ b. Complete and submit the online application for graduate admission available on our website at www.wsc.edu/graduate
___ c. Request official transcripts for all college work be sent to the WSC Office of Admissions.
___ d. Submit the Application to the Graduate Program in Counseling (pages 17-19 of this handbook) to the School of Education and Counseling Office (via mail or scan and email). Verify your undergraduate grade point average of 2.75 or submit request for conditional admission by summarizing factors to support your ability to perform graduate work with the application.
___ e. Submit to the School of Education and Counseling Office a Statement of Purpose containing the following information:
   i. Your purpose for entering the counseling profession
   ii. Describe your personal and professional background
   iii. Your expectations for the program
   iv. Your future aspirations or goals, and
   v. Your personal plan once you have completed your degree.

This document should be a maximum of four pages in length, double-spaced with 1-inch margins. This document will be assessed by a committee of department graduate faculty. Students who cannot meet the entrance writing requirement will be required to complete at least one additional writing course for the improvement of their academic writing skills (ENG 527 Academic and Professional Writing (3) is recommended).

___ f. Have two individuals complete a reference form on your behalf. Select individuals who have observed your effectiveness in working with people, preferably faculty, administrators, or employers. Submit those to the address provided on the recommendation form (page 22 of this handbook).
___ g. Sign a notarized Student Affirmation of Appropriate Conduct (pages 20-21) stating that you have no felony convictions, nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude. If you have convictions, submit court records with an explanation of actions taken to prevent additional convictions.
___ h. Review and sign the MSE Counseling Learning Agreement (page 23).

Upon completion of Level 1 requirements, you will receive a letter informing you of the acceptance decision with the name of an advisor to contact for help registering for initial courses. Students needing financial aid will also need to contact the Business Office and complete step "a" in Level 2 prior to beginning courses.
LEVEL 2  Admission Requirements to Counseling Program
(To be completed within the first 15 credit hours of coursework; to include Wayne State and/or other transfer credits. The maximum number of hours that can be transferred is 9 from an out-of-state college or 15 from a Nebraska college)

___ a. Meet with advisor to plan a program of study prior to or during the first graduate course. The program of study will need to be approved by the advisor and department chair.
___ b. Earn a minimum grade of B- in CSL 600 Theories of Counseling and CSL 660 Pre-Practicum.
___ c. Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
___ d. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.
___ e. Complete the Self-Assessment of Professional Performance Fitness (page 26) and submit it to your advisor to initiate the departmental approval process. If there are any areas of concern regarding professional fitness (i.e. legal charges, academic need/concerns, personal issues that may impact you as a professional), a referral will be made to the HELP Committee to assess the concerns, develop an action plan in order to move forward in the admission process, or decline/delay admission.
___ f. Receive departmental approval on 15-hour form, following a review of academic competency and Professional Performance Fitness. (see Professional Performance Fitness Evaluation in Forms)
___ g. Purchase Chalk & Wire (i.e., MyEPortfolio)

LEVEL 3  Approval for Candidacy for Degree
___ a. Earn a minimum grade of B- in CSL 662 Practicum in Counseling.
___ b. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.
___ c. Submit the application(s) for internship to the internship instructor(s) and receive approval.
___ d. Submit the completed internship agreement with appropriate signatures to internship instructor(s).

LEVEL 4  Approval for Graduation
___ a. Register and complete any professional exam required for your program (beginning September 2016, Clinical Mental Health requires the CPCE)
___ b. Earn a minimum grade of B- in CSL 697 Internship.
___ c. Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
___ d. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.
___ e. File the Application for Graduation (in Wildcats Online) as described in the WSC catalog or brochure on or before the end of the second week of the semester that graduation is intended.
___ f. Complete the MSE non-thesis graduate paper (file paper), which demonstrates your competence in creating a literature review and research proposal.
___ g. Submit completed MSE ePortfolio to the department prior to the date indicated by the timeline for graduation (found on the G drive in Graduate Studies folder).
Mission Statements of Wayne State College, the School of Education and Counseling, and the Counselor Education Program

Wayne State College
Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the college prepares students for careers, advanced study, and civic involvement. The college is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

School of Education and Counseling
The mission of the School of Education and Counseling is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Counselor Education Program
The mission of the Counselor Education Program is to facilitate the development of professional counselors who collaborate with others for the benefit of self, school, community, and the profession through counseling, social justice, and advocacy. This mission is accomplished through (a) inquiry and reflection, counseling theories, counseling process, and ethics that have supported our profession and (b) implementation of personal models of counseling and professional skills to facilitate effective social service.

Counselor Education Program Outcomes

**WSC advanced candidates strive to:**

1. Know the professional dispositions that pervade every aspect of their profession.
2. Understand the unique nature of individuals cognitively, linguistically, socially, emotionally, and physically.
3. Know the content required for their assigned position.
4. Use effective strategies that foster engagement and build the relationships that lead to success.
5. Exhibit the professional responsibility and skills required for their position.
MSE Counseling Goals

All persons completing the MSE in Counseling will have the ability to utilize:

1. Knowledge of **ethical standards** of the American Counseling Association (ACA), the American School Counselor Association (ASCA), and other relevant professional associations in decision-making

2. Knowledge of the **cultural context of relationships** including an understanding of personal cultural characteristics, theories of multicultural counseling, identity development, and social justice

3. Theories of **individual and family development** and transitions across the lifespan

4. Knowledge of **career development** theories and decision-making models

5. (a) Counseling theories that provide the student with models to conceptualize client presentation, help the student select appropriate counseling interventions, and begin to develop a personal model of counseling
   (b) Essential interviewing and counseling skills

6. Theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, and skills

7. Knowledge of individual and group approaches to assessment, including non-standardized and standardized tests and differential diagnosis

8. Knowledge of research methods, statistical analysis, needs assessment, and program evaluation

**Student Affairs**

In addition to the core competencies for all MSE graduates of the MSE in Student Affairs will have the ability to utilize:

9. Understanding of the history, philosophy, and trends in student affairs

10. Understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community

11. Concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education

12. Knowledge of college and university policies, programs, and services that promote equity, diversity, and excellence for students

13. Understanding of the strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.
The master’s degree program in counseling is a CACREP-based model (Council for Accreditation of Counseling and Related Educational Programs) designed to facilitate the development of professional competencies required for the delivery of counseling services within a school, community, or higher education setting.

The following are MSE Counseling degree options and career tracks:

**Clinical Mental Health Counseling**
A student may complete the MSE in Clinical Mental Health Counseling as a first step to earning a license to provide counseling services in public or private counseling agencies or in private practice. This program is CACREP accredited. An additional step to earning a license is to pass a competency test that is approved by the state. Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) in order to help prepare for the licensure exam.

**School Counseling Areas of Endorsement**
Endorsement as a school counselor is accomplished through the Department of Education in the state in which the school counselor is employed. Departments of Education may impose additional requirements beyond the program of study at Wayne State College. These additional requirements may include, but are not limited to, possession of a teaching certificate, verification of successful teaching experience, and the successful completion of a competency test such as the Praxis II. Contact the certification officer in the School of Education and Counseling for information about the requirements for an endorsement in school counseling.

1. Secondary endorsement (7-12) will be granted to students completing the required courses with an internship experience in a secondary school setting. Secondary counselors will also complete CSL 644.

2. Elementary endorsement (PK-8) will be granted to those students completing the required courses with an internship experience in an elementary school setting. Elementary counselors will also complete CSL 641 and 643.

3. Double endorsement (PK-8, 7-12) will be granted to those students completing the required courses and two internship experiences, one semester in an elementary and one semester in a secondary school setting. Students will also complete CSL 641, 643, and 644.
Counseling
A student without a teaching certificate may also complete any school counseling program above and earn the MSE in Counseling. Some may require a few additional courses.

Student Affairs and College Counseling
A student may serve as a counselor in a technical school, college, or university upon completion of this program of study. These counselors may also facilitate student transitions to professional education and career placement.
Typical Program of Study:
Counselor Education (MSE) 48-60 hours minimum

Required Courses for All Areas of Counseling
EDU 603 Educational Research and Design ................................................................. 3
CSL 547 Multicultural Counseling .............................................................................. 3
CSL 580 Professional Counselors and Ethical Standards of Practice .................... 3
CSL 600 Theories of Counseling ................................................................................... 3
CSL 615 Career Development and Life Planning ....................................................... 3
CSL 625 Individual and Group Assessment ................................................................... 3
CSL 630 Developmental Counseling over the Lifespan .............................................. 3
CSL 660 Pre-Practicum in Counseling ........................................................................... 3
CSL 662 Practicum ....................................................................................................... 3
CSL 665 Group Counseling ............................................................................................ 3
CSL 670 Organization/Administration of Counseling Services .............................. 3
CSL 675 Differential Diagnosis and Treatment Planning in Counseling ............... 3

Internship Experience
CSL 697 Internship in Counseling .............................................................................. 3

The setting of an internship must be specific to the type of MSE that is selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

Additional Content Area Requirements for Student Affairs and College Counseling
CSL 636 Introduction to Student Services ................................................................. 3
CSL 642 Consultation ................................................................................................. 2
CSL 646 Student Affairs in Higher Ed Counseling ..................................................... 2
CSL 688 Crisis Intervention Counseling .................................................................... 2
Endorsement Policy

The WSC Counseling Department will endorse students in the areas in which they have been adequately trained and in which they are fully qualified (ACA Code of Ethics, F.6.d). For endorsement in clinical mental health counseling, school counseling (PK-8, 7-12, or PK-12), or student affairs and college counseling, the student must have met requirements for completion of the specific program.

Upon successful completion of one program, individuals who wish to be endorsed in an additional area (from our program or any other program) must demonstrate that they have satisfied the courses and clinical experiences for the new specialization before they can be endorsed by the counseling faculty.
Financial Aid

Students may be eligible for Federal Title IV grants, institutional aid, or private aid. Contact the Financial Aid Office for information about the guidelines and applications for this aid. The office is located in the Hahn Administration Building, Room 104. Their telephone number is 402-375-7229.

Nebraska Rural Health Loans
Students who plan to seek licensure as a Licensed Mental Health Practitioner may also apply for the Nebraska Student Loan Program for Rural Health Professionals. Applicants must be Nebraska residents who have been admitted to the counseling program. Approved applicants may receive up to $10,000 in loans over two years toward their graduate education. These loans will be forgiven when the student practices for two years in a shortage area of Nebraska. More information is available from the Nebraska Office of Rural Health at 402-471-2337. Visit the Nebraska Department of Health and Human Services website at http://dhhs.ne.gov for more information.

National Health Service Corps
Pay off your student loans while serving communities in need. The program offers primary care medical, dental, and mental and behavioral health providers the opportunity to have their student loans repaid while serving in communities with limited access to care.

NHSC Loan Repayment Program is open to licensed primary care medical, dental, and mental and behavioral health providers who are employed or seeking employment at approved sites.

Students to Service Loan Repayment Program is open to allopathic and osteopathic medical students in their fourth year at an accredited medical school.

State Loan Repayment Program is open to primary care providers deemed eligible in participating states. Providers apply to the individual state program, not to the NHSC.

Visit the NHSC website at nhsc.hrsa.gov/index.html for more information on these programs.

WSC Graduate Assistantships
Students may apply for the position as a graduate assistant who is assigned to provide teaching or research support for counseling faculty for up to 20 hours per week. The position includes an annual stipend of $5,000 and the waiver of tuition for up to 18 hours per year. Details about this can be found on our website at https://www.wsc.edu/graduate-assistantships.
## Area Counseling Services

**Wayne, Neb.**
- Grace Counseling Services
  - 111 Main St.
  - 402-518-0490
- Advance Counseling Services, LLC
  - 220 W. 7th St., Ste. 1
  - 402-833-5246
- Community Mental Health Clinic
  - 219 Main St.
  - 402-375-2468

**Norfolk, Neb.**
- Associated Psychologists and Counselors
  - 1306 N. 13th St.
  - 402-371-8218
- Oasis Counseling International
  - 333 Norfolk Ave.
  - 402-379-2030
- Good Life Counseling and Support, LLC
  - 200 N. 34th St.
  - 402-371-3044

**South Sioux City, Neb.**
- Heartland Counseling Services
  - 917 W. 21st St.
  - 402-494-3337
- Crossroads Addiction and Mental Health Services
  - 1000 W. 29th St., Ste. 320
  - 712-574-4357
- Better Living Counseling Services, Inc.
  - 1000 W 29th St., Ste. 319
  - 402-494-4904

**Counseling and Enrichment Center**
- 101 E. Wilson Ave.
  - 402-992-4036

**Behavioral Health Specialists**
- 900 W. Norfolk Ave.
  - 402-370-3140

**New Leaf Counseling Service**
- 802 Custer, Ste. A
  - 402-841-8351
## Area Food Banks and Shelters

### Wayne, Neb.
- First Presbyterian Church
  - Address: 216 W. 3rd St.
  - Phone: 402-375-2669

### Hartington, Neb.
- Haven House (Domestic Violence Shelter)
  - Address: 407 N. Broadway St.
  - Phone: 402-254-2553

### Norfolk, Neb.
- Goldenrod Hills Community
  - Address: 1405 Riverside Blvd.
  - Phone: 402-371-0377
- Salvation Army Thrift Store
  - Address: 112 N 7th St.
  - Phone: 402-379-4663
- ILI Norfolk Food Bank
  - Address: 106 W. Norfolk Ave.
  - Phone: 402-371-2591
- Norfolk Rescue Mission (Shelter)
  - Address: 111 N. 9th St.
  - Phone: 402-371-6484
- Bright Horizons (Domestic Violence Shelter)
  - Address: 877-379-379

### Sioux City, Iowa
- Food Bank of Siouxland
  - Address: 1313 11th St., Ste. 1
  - Phone: 712-255-9741
- Sioux City Gospel Mission
  - Address: 415 Bluff St.
  - Phone: 712-255-1119
- Camp Goodwill
  - Address: 570 152nd St.
  - Phone: 402-494-4872
- Crossroads Transitional Housing
  - Address: 712-293-0283
- Shesler Hall
  - Address: 1308 Nebraska St
  - Phone: 712-258-8059
- The Gospel Mission (Women and Children Shelter)
  - Address: 500 Bluff St.
  - Phone: 712-255-1769
- Community Action Agency of Siouxland
  - Address: 2700 Leech Ave.
  - Phone: 712-274-1610
Professional Organizations in Counseling

National Association of Student Personnel Administrators (NASPA)
NASPA is an association for Student Affairs Administrators in Higher Education that focuses on the advancement, health, and sustainability of the student affairs profession. NASPA serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success.
http://www.naspa.org/

American College Personnel Association (ACPA)
ACPA is an international association for College Student Educators whose mission is to enhance the student affairs profession and to generate and disseminate knowledge of college students at all levels within higher education. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community.
http://www.myacpa.org/

Accessing WSC Graduate College Information and Forms Electronically

Student Affairs and College Counseling
Visit www.wsc.edu/rmse and choose a program of study (e.g., student affairs and college counseling)

Class Schedules
Visit www.wsc.edu/records-registration for a list of the most recent class schedules.

To register for courses
Note: Must receive a username and password from the college before registering
1. Log in to myWSCat www.wsc.edu/mywsc using your provided username and password.
2. Click on the WildcatsOnline icon.
3. Choose “Enrollment,” select the term, and enter class in the search bar.
Application to the Graduate Program in Counseling

Name (last, first): _______________________________________________________________________________________

Address:________________________________________________________________________________________________

City: ___________________________________________ State:  ____________________  Zip Code: _________________

Home or work phone: ____________________________  Cell phone: ____________________________

Email address: __________________________________________________________________________________________

Bachelor’s Degree:
College: ___________________________________________________________________________Year: ________________

Major: ___________________________________________________________ Minor: ________________________________

Grade point average: ____________

If your GPA is below the minimum of 2.75, you may request conditional admission by attaching a statement summarizing factors to support your ability to complete graduate courses satisfactorily.)

Select one area of emphasis in Counseling that you plan to study:

__ School Counseling (NE requires teacher certification)
__ Counseling (for those interested in school counseling from out of state)
__ Clinical Mental Health Counseling
__ Student Affairs and College Counseling

If your major was not in a human service field (psychology, counseling, sociology, social work, criminal justice), list any courses you have completed in these areas:
Previous graduate education (institution(s) and degree(s), or hours completed):
Note: You must also send an official transcript of graduate education from each institution to the WSC Admissions Office.

List graduate counseling courses that you request to transfer from another institution. Courses are eligible only if not applied to a previous degree and current (completed within seven years of future planned date of graduation). The maximum number of hours that may be transferred to Wayne State College for this program is 15 from Nebraska colleges and 9 from an out-of-state institution.

List professional certifications or licenses that you hold:

List employment in a school or human service setting:

List volunteer experience in human services area:

How do you see the WSC program fitting your career goals?
How do you plan to reach these goals while balancing responsibilities in other areas of your life?

What qualities do you have that you believe will be an asset to you as a counselor?

What circumstance, issue, or crisis has occurred in your life that has challenged your coping abilities? How did you cope with this?

What special needs and accommodations do you need to help complete graduate coursework?
Rate yourself on the following areas according to the key below:
1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Counseling Competence:
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading, or deceptive.
1 2 3 4 Respects the fundamental rights, dignity, and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Maturity:
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, and supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs, and limitations and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors, and others in a manner consistent with recognized professional standards.

Signature: ________________________________ Date: ____________

Return this form directly or through the mail to:
Wayne State College
School of Education and Counseling
Attn: Shannon Reinke
1111 Main Street
Wayne, NE 68787

[END OF APPLICATION]
Student Affirmation of Appropriate Conduct

The School of Education and Counseling follows state regulations regarding the qualification and training of teachers. Rules 20 and 21 of the Nebraska Administrative Code address the need to make certain that students have no felony or misdemeanor convictions involving abuse, neglect, or sexual misconduct. The Department of Counseling follows these regulations for students in all areas of emphasis (school, community, and higher education). Therefore, all counseling students will need to complete this form, regardless of whether they are in a school or community setting.

**No student will be allowed to participate in clinical courses (advanced practicum and internships) until this notarized affirmation has been presented for approval to the Department of Counseling. Do not sign this form until you are in the presence of a notary with your picture identification.**

Student Name: (please print) __________________________________ Student ID#: _____________________________

Please answer the following questions by circling either “Yes” or “No”:

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered? **Yes** or **No**

2. Are you currently the subject of any inquiry or investigation, or is any action currently pending against you by any licensing agency, governmental body, or criminal justice agency? **Yes** or **No**

3. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? (Misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol must be disclosed to Wayne State College but will not prevent you from participating in clinical experiences. Minor traffic infractions need not be reported). **Yes** or **No**

4. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs, or chronic intoxication? **Yes** or **No**

5. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional? **Yes** or **No**

You must complete the next page.
I, _________________________________ swear/affirm that the information I have furnished on this document is true, correct, and complete to the best of my knowledge and belief. I further affirm that I will immediately notify the WSC Department of Counseling office of any event that takes place (after the signed date below) which would change my responses to the questions herein.

____________________________________  _____________________________________
Please print your name here                     Please sign your legal signature here

Subscribed/sworn before me this ________ day of _________________, 20____.

(seal)  Signature of Notary Public:_______________________________

If you have been convicted of any criminal charges (other than routine traffic violations and MIPs) in any criminal, drug, or juvenile court, please list the convictions below. Expunged charges may be omitted.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Copies of all court documents must be provided to the Department of Counseling.

Note: If you have had a conviction, there is an appeal process for continuing in the program. If you are interested in information about the appeal process, please ask us for assistance.
Reference Form for MSE Counseling Applicant

Name of Applicant: ____________________________________________________________

Program of Study (check one):

Ed.S: __

MSE, School Administration: PK-8 ____ 7-12 ___ K-12 ____ Added Endorsement ____

MSE, Curriculum and Instruction – Instructional Leadership:

    Emphasis: _________________________________ Community of Learning format _____

MSE, Special Education: Generalist ___ Initial Certification ___ Supervisor ___

MSE, Counseling: School Counseling ______ Clinical Mental Health _____ College Counseling _____

Thank you for your willingness to serve as a reference for this applicant who is applying for graduate study at Wayne State College. In order for the graduate faculty to assess the candidate’s potential for completing an academic program of study and for continuing as a successful educational professional, we ask that you complete and return the questionnaire below. Your response will be kept in a secure electronic file, but we cannot offer a guarantee of absolute confidentiality.

Please use the following rubric in responding to the questions:
1 = poor, 2 = average, 3 = good, 4 = exceptional, 5 = unsure

1. Academic potential ______
2. Leadership potential _____
3. Verbal communication _____
4. Written communication _____
5. People skills _____
6. Collaborative decision-making ___
7. Conflict management ______
8. Organizational skill _____
9. Technology skill _____
10. Ethical character _____

Additional comments: __________________________________________________________

Name: ____________________________________________
Position: __________________________________________
Phone: ________________________________ Email: __________________________________

Thank you for your cooperation and prompt response. Please feel free to contact the School of Education and Counseling Office at 402-375-7164 should you have any questions or concerns. Return this form directly or through the mail to: School of Education and Counseling, Brandenburg 141, Wayne State College, 1111 Main Street, Wayne, NE 68787.
Welcome,

The need for counselors is growing in school and mental health agencies. Faculty and students at Wayne State College are embarking on a shared experience of learning to fill this need. We are working to develop competent, ethical, and confident counselors.

Students often enter the program with experiences that suggest they will be effective as counselors. Within the program, students will learn how to provide professional counseling services beyond the intuitive. This includes the study of ethical practice, social and cultural diversity, human growth and development, helping relationships, theories and techniques of counseling, group work, assessment, research, and evaluation.

You should expect faculty to be knowledgeable about both theory, practice, and teaching. You should expect us to be thoughtful in creating learning experiences that will facilitate your acquisition of knowledge, skills, and ethical practice. You should expect a syllabus at the beginning of each class that indicates the key concepts and the learning activities. You should expect us to respect the experiences you bring with you and allow you to develop them and increase their meaning. You should expect faculty feedback on your work. You should expect faculty to be knowledgeable about ethical and professional standards of counselors.

Your faculty want to be sure you understand our expectations of you. We expect you to read the syllabi at the beginning of each class. In your learning, we expect you to read the texts, attend classes, and complete assignments as they are scheduled. Late assignments often lose meaning. We understand that you are adults and will have life events that will interfere in your study. We will attempt to assist. When you miss class; however, you miss both significant content and the social construction of meaning that occurs in the classroom. We believe that interferes with your learning.

We believe honesty, including academic honesty, is a core value of counselors. We expect you to develop responsibility and skills serving in counseling roles, including dressing professionally. We expect you to participate, through group work and discussion, in the preparation of all students.

We expect that you will be developing a professional identity while a graduate student. This is a process that takes time. We see this as a journey we are taking together. We invite your questions. We all need to be engaged in the questions, the curiosity, the skepticism, and the passion. "To do this you will have to agree to participate, to do your part by reading and thinking about the ideas addressed... Together we can work to make this experience one that matters in your life" (Warren and Fassett, 2011, p. 4).

I have read the MSE Counseling Learning Agreement and have an understanding of the expectations of student and faculty.

Student signature ___________________________________________________________
**PROGRAM OF STUDY**

**MSE COUNSELING PROGRAMS (48-65 HOURS)**

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

**PROGRAM:**  Cohort: □  Non-Cohort: □

**THESIS:** □  Non-Thesis: □  For Teacher Certification: □  Not For Teacher Certification: □

### PROFESSIONAL DEVELOPMENT CORE COURSES

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Educational Research &amp; Design</td>
<td>3</td>
<td>All</td>
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### CORE COUNSELING PROGRAM COURSES

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Date</th>
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<tbody>
<tr>
<td>CSL 547 Multicultural Counseling</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 580 Prof. Counselors &amp; Ethical Standards of Practice</td>
<td>3</td>
<td>June</td>
</tr>
<tr>
<td>CSL 600 Theories of Counseling</td>
<td>3</td>
<td>Fall &amp; June</td>
</tr>
<tr>
<td>CSL 615 Career Development &amp; Life Planning</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 625 Individual &amp; Group Assessment</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>CSL 630 Developmental Counseling over the Lifespan</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>CSL 660 Pre-Practicum</td>
<td>3</td>
<td>Hybrid-Fall &amp; Spring</td>
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<tr>
<td>CSL 662 Practicum</td>
<td>3</td>
<td>Hybrid-Fall &amp; Spring</td>
</tr>
<tr>
<td>CSL 665 Group Counseling</td>
<td>3</td>
<td>Hybrid-Fall &amp; Spring</td>
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<tr>
<td>CSL 670 Organization &amp; Adm. of Counseling Services</td>
<td>3</td>
<td>June</td>
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<tr>
<td>CSL 675 Differential Diagnosis &amp; Treatmt. Planning in Cslg</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>Electives/Out of State Requirements and/or Deficiencies</td>
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<td></td>
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<tr>
<td>TOTAL CORE PROGRAM HOURS (36 hours minimum)</td>
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### CONTENT AREA COURSES

Clinical Mental Health Counseling: □  Student Affairs and College Counseling: □  School Counseling PK-8: □  School Counseling 7-12: □  School Counseling PK-8 & 7-12: □

**Clinical Mental Health Counseling**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>CSL 575 Psychopathology and Client Strengths</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>CSL 587 Advocacy</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 641 Counseling Children</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 642 Consultation</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>CSL 645 Marriage and Family Counseling</td>
<td>3</td>
<td>Spring &amp; July</td>
</tr>
<tr>
<td>CSL 661 Counseling Techniques and Strategies</td>
<td>3</td>
<td>Hybrid-Fall</td>
</tr>
<tr>
<td>CSL 688 Crisis Intervention Counseling</td>
<td>2</td>
<td>Spring</td>
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<tr>
<td>CSL 697 Internship in Counseling</td>
<td>3</td>
<td>Hybrid-All</td>
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<tr>
<td>CSL 697 Internship in Counseling</td>
<td>3</td>
<td>Hybrid-All</td>
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<td>TOTAL CMHC PROGRAM HOURS (61 hours minimum)</td>
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**Student Affairs and College Counseling**

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<tr>
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<th>Date</th>
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<tr>
<td>CSL 636 Introduction to Student Services</td>
<td>3</td>
<td>Even Spring</td>
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<td>CSL 642 Consultation</td>
<td>2</td>
<td>Fall</td>
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<tr>
<td>CSL 646 Student Affairs and College Counseling</td>
<td>2</td>
<td>Even Fall</td>
</tr>
<tr>
<td>CSL 688 Crisis Intervention Counseling</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>CSL 697 Internship in Counseling</td>
<td>3</td>
<td>Hybrid-All</td>
</tr>
<tr>
<td>TOTAL CONTENT AREA HOURS (12 hours minimum)</td>
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<tr>
<td>TOTAL SACC PROGRAM HOURS (48 hours minimum)</td>
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### School Counseling Endorsement PK-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>CSL 641</td>
<td>641 Counseling Children</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 642</td>
<td>642 Consultation</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>CSL 643</td>
<td>643 Elementary School Counseling</td>
<td>2</td>
<td>Odd July</td>
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<tr>
<td>CSL 688</td>
<td>688 Crisis Intervention Counseling</td>
<td>2</td>
<td>Spring</td>
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<tr>
<td>CSL 697</td>
<td>697 Internship in Counseling (PK-8 setting)</td>
<td>3</td>
<td>Hybrid-All</td>
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<td><strong>TOTAL CONTENT AREA HOURS (12 hours min.)</strong></td>
<td></td>
<td><strong>12</strong></td>
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<tr>
<td><strong>TOTAL SC PK-8 PROGRAM HOURS (48 hours min.)</strong></td>
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### School Counseling Endorsement 7-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
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<tbody>
<tr>
<td>CSL 641</td>
<td>641 Counseling Children</td>
<td>3</td>
<td>July</td>
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<tr>
<td>CSL 642</td>
<td>642 Consultation</td>
<td>2</td>
<td>Fall</td>
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<td>CSL 644</td>
<td>644 Secondary School Counseling</td>
<td>2</td>
<td>Even July</td>
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<td>CSL 688</td>
<td>688 Crisis Intervention Counseling</td>
<td>2</td>
<td>Spring</td>
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<tr>
<td>CSL 697</td>
<td>697 Internship in Counseling (PK-8 setting)</td>
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<td><strong>12</strong></td>
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<tr>
<td><strong>TOTAL SC 7-12 PROGRAM HOURS (48 hours min.)</strong></td>
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### School Counseling Double Endorsement PK-8 & 7-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 641</td>
<td>641 Counseling Children</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>CSL 642</td>
<td>642 Consultation</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>CSL 643</td>
<td>643 Elementary School Counseling</td>
<td>2</td>
<td>Odd July</td>
</tr>
<tr>
<td>CSL 644</td>
<td>644 Secondary School Counseling</td>
<td>2</td>
<td>Even July</td>
</tr>
<tr>
<td>CSL 688</td>
<td>688 Crisis Intervention Counseling</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>CSL 697</td>
<td>697 Internship in Counseling (PK-8 setting)</td>
<td>3</td>
<td>Hybrid-All</td>
</tr>
<tr>
<td>CSL 697</td>
<td>697 Internship in Counseling (7-12 setting)</td>
<td>3</td>
<td>Hybrid-All</td>
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<td><strong>17</strong></td>
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<td><strong>TOTAL SC DOUBLE PROGRAM HOURS (65 hours min.)</strong></td>
<td></td>
<td><strong>65</strong></td>
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</table>

### Content Area Requirements for School Counselor Endorsements (all levels) without a teaching certification.

*Students must complete 12 hours to meet NDE Rule 24.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPD 500</td>
<td>500 Culturally Responsive Teaching</td>
<td>3</td>
<td>June</td>
</tr>
<tr>
<td>SPD 636</td>
<td>636 Social/Emotional Behavior</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDU 626</td>
<td>626 Advanced Educational Psychology</td>
<td>3</td>
<td>Fall &amp; July</td>
</tr>
<tr>
<td>EDU 658</td>
<td>658 Fundamentals of Curriculum Devlpmt.</td>
<td>3</td>
<td>Spring &amp; July</td>
</tr>
<tr>
<td><strong>TOTAL CONTENT AREA HOURS (12 hours min.)</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SC PK-8 OR 7-12 PROGRAM HOURS (60 hrs. min.)</strong></td>
<td></td>
<td><strong>60</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DOUBLE PROGRAM HOURS (65 hours min.)</strong></td>
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### Electives for Provisional License in Alcohol and Drug Counseling (PLADC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 540</td>
<td>540 Substance Related &amp; Addictive Disorder Counseling</td>
<td>3</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>CSL 545</td>
<td>545 Clinical Issues in Substance &amp; Addictive Disorders</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>CSL 549</td>
<td>549 Alcohol/Drug Assessment, Case Plan &amp; Managmnt</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PSY 540</td>
<td>540 Psychopharmacology</td>
<td>3</td>
<td>Odd Fall</td>
</tr>
<tr>
<td><strong>TOTAL ELECTIVE HOURS (12 hours min.)</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
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</tbody>
</table>
Self-Assessment of Professional Fitness

Name _____________________________________________

Candidates for professional counselors need to demonstrate personal fitness as well as personal qualities that will help them become effective in working with others.

Please rate yourself on each of the items below. Faculty rate MSE candidates on the same items. Satisfactory ratings of 2 or higher are needed for final admission to the program. The following scale defines the meaning of each number on the rating scale.

1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Counseling Competence:
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading, or deceptive.
1 2 3 4 Respects the fundamental rights, dignity, and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Maturity:
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, and supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs, and limitations, and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors, and others in a manner consistent with recognized professional standards
Professional Performance Fitness Evaluation (PPFE2)*

Student: ___________________________________  Semester/Year ________________________

Program Area:
Clinical Mental Health ____  School Counseling ____  Student Affairs and College Counseling ____

Faculty members: ______________________________________________________________________________

1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Competence:
1 2 3 4 Demonstrates the ability to conceptualize needed to effectively and professionally interact with clients, students, and faculty.
1 2 3 4 Demonstrates counseling skills** necessary to effectively and professionally interact with clients, students, faculty, and staff. (**examples of such interpersonal skills include, but are not limited to, mood control, appropriate boundaries, clear communication skills, and resolving conflicts appropriately)

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading, or deceptive.
1 2 3 4 Respects the fundamental rights, dignity, and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

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1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, and supervisors to enhance skills or performance.
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1 2 3 4 Exhibits awareness of own belief systems, values, needs, and limitations, and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors, and others in a manner consistent with recognized professional standards.

Faculty Recommendations/Notes:

Student Proposed Changes to Remediate Problem(s):

Please check if you would like to discuss the ratings on this form with faculty _______

*I have been provided the opportunity to review this evaluation*

Student Signature: ______________________________________  Date: ______________

Note: A score of 0 or 1 in any category will enter that student into a process of review and re-review of fitness to practice. Reassessment will be conducted by a faculty committee comprised of 3 or more faculty members to assess fitness.

*Modified from SWT Counseling Program PCPE Form (2000)
Counseling Electronic Portfolio

Graduate students will begin creating a portfolio in their first semester of courses. The portfolio contents will include main assignments or artifacts from core courses. The portfolio contents are maintained by an electronic program, Chalk & Wire. This program will automatically transfer the required information from Sakai to the portfolio. The Table of Contents in the Chalk & Wire program for the MSE in Counseling lists the details of the information included and is found below.

Students will be required to pay an annual fee for this service. Near the completion of the graduate degree, this portfolio is submitted to faculty for review as a graduation requirement. It may also be accessed by the student to use for licensure and employment purposes. Students may allow access to their portfolio to persons such as prospective employers.

Questions about this service may be addressed to your advisor in the School of Education and Counseling who may be reached at 402-375-7389.

MSE Counseling Portfolio Table of Contents

Counseling Courses – MSE – Graduate program
1. Ethical Standards and Professional Identity (CSL 580 Ethical Standards of Practice)
   -Ethical Decision-Making Model
2. Cultural context of relationships (CSL 547 Multicultural Counseling)
   -Application of Multicultural Competencies to My Career
3. Individual and family development (CSL Dev. Counseling over the Lifespan)
   -Case Study
4. Career development (CSL 615 Career Dev. And Life Planning)
   -Case Study
5a. Helping relationships (CSL 600 Theories of Counseling, CSL 697 Internship)
   -Personal Model of Counseling (CSL 600 and CSL 697)
5b. Helping relationships (CSL 660 Pre-practicum, CSL 662 Practicum)
   -Counseling Skills Assessment (CSL 660 and CSL 662)
   -Integrated Case Study (CSL 662)
   -Practicum Log Summary
6. Group (CSL 665 Group Counseling)
   -Group Proposal
7. Assessment and diagnosis (CSL 625 Individual and Group Assessment, CSL 675 Differential Diagnosis and Treatment Planning)
   -Assessment Case Study
   -Diagnosis Case Study
8. Research and program evaluation (EDU 603 Intro to Graduate Studies, CSL 670 Org/Admin of Counseling Services, file paper)
   -Research Paper
   -Program Evaluation Paper
Specialty Specific: Student Affairs and College Counseling
CSL 697 Internship in Counseling
- Internship Supervisor Evaluation
- Summative Statement

Please submit a final summative statement of your reflections about your ability and competence to perform in your specialty area and attach artifacts as evidence of your professional understanding or your program goals. This should address the following competencies:

**Student Affairs**
In addition to the core competencies for all MSE graduates of the MSE in Student Affairs will have the ability to utilize:

9. Understanding of the history, philosophy, and trends in student affairs
10. Understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community
11. Concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education
12. Knowledge of college and university policies, programs, and services that promote equity, diversity, and excellence for students
13. Understanding of the strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.
The Internship Manual
What excitement! Putting it all together!

1. **What is counseling internship?**

2. **Pre-Placement**
   A. Application
   B. Site selection
   C. Ethics
   D. Professional Associations and Insurance
   E. Licensure or Certification

3. **Field Experience**
   A. Internship Agreement
   B. Experiences
   C. Supervision
   D. Evaluation
   E. Log of Hours

4. **Class**
   A. Experiences
   B. Critical Thinking
   C. Supervision
   D. Evaluation

5. **Forms**
   A. Application for Internship
   B. Internship Agreement
   C. Case Review/ Reflection
   D. Rubric for Case Review/ Reflection
   E. Time Log Summaries
   F. Counseling Intern Evaluations (site supervisors)

Questions about the graduate counseling internship (CSL 697) at Wayne State College may be directed to:

Branis Knezevic, Ph.D.
Professor
402-375-7392
brkneze1@wsc.edu
Fax: 402-375-7414

Alison Boughn, Ph.D.
Assistant Professor
402-375-7374
albough1@wsc.edu
Fax: 402-375-7414

Dustin Reed, Ph.D.
Assistant Professor
402-375-7385
dureed1@wsc.edu
Fax: 402-375-7414
Within **personal professional development**, it is **relationships** that encourage and support **growth** (Levitov & Fall, 2009). The intern is at the center.

### I. What is counseling internship?

**Internship** is required **field experience** in a setting appropriate to the student’s program. The intern should have the required coursework to function effectively at the internship site and have demonstrated the ability to be helpful to students or clients. Activities include (a) direct services to students and/or clients and (b) indirect services to include the use of best practices in planning, reflection on their work, and accountability, **under the supervision of a professional counselor**.

In addition to the field experience, interns receive supervision and consultation from a faculty supervisor and peers during **one hour of group supervision each week**.
II. Pre-Placement

A. Application

An application for internship is required. Within the application, students indicate the type of counseling experience they are seeking, and how they see themselves as professionals. Students are encouraged to reflect on personal beliefs and values, beliefs about clients or students, the theories likely to guide their work, and the counseling modalities they prefer.

B. Site selection

Setting. Field experience is the place where interns translate academic knowledge into practice. Because the intern’s counseling experiences will have a strong influence on professional development, it is important to consider the specific experiences that can be expected at specific internship sites. The selected site should be able provide

- experiences that are likely to fit with the intern’s core values and beliefs,
- experiences that are likely to fit with the intern’s professional interests: settings, types of problems, age groups, or specialized training, and
- adequate time for supervision.

Interview. Interns should arrange an interview to discuss potential experiences. If possible, it would be beneficial to meet directly with the person providing the site supervision. The potential site supervisor is likely to be interested in the potential intern’s

- knowledge, skill, and experience in counseling,
- knowledge of ethical standards generally, and those directly involved in internship, and
- level of self-awareness.

Supervisor. The site supervisor must have a master’s degree in counseling, or a comparable degree, a minimum of two years of experience in the helping professions, be employed in the intern’s area of emphasis, and be approved by the WSC Counseling Department. For Nebraska licensure, the supervisor must be a Licensed Mental Health Practitioner.

Students and graduates may register for internship more than once to complete another area of emphasis (elementary and secondary school, agency, higher education) or for additional supervised hours for licensure. A maximum of 3 credit hours of internship may be completed during one semester.

C. Ethics

Interns have knowledge of professional standards of practice that direct relationships with clients and other professionals. This includes an understanding of confidentiality and its limitations.

Within the internship experience interns are particularly aware of the need to indicate to clients or students that they are graduate students working under supervision, completing an internship. When sessions are recorded, the client or student is told of the purpose and provided names of the individuals who will view the recordings for supervision.
Interns will monitor and discuss with supervisors their competence in counseling. Interns often have questions regarding their competence because of lack of experience. It is their responsibility, as it is for all counselors, to monitor their effectiveness. Site supervisors will be directly involved in evaluating effectiveness because of the responsibility they have toward their clients or students. Professional boundaries are important with both clients and supervisors. Dual relationships are avoided.

**Interns may recognize difficulties in their personal lives during the course of the internship experience. Counseling by either the field supervisor or the faculty supervisor is inappropriate. Confidential services are available through the Counseling Center (402-375-7321).**

### D. Professional Associations and Insurance

Students are encouraged to join appropriate professional associations. Membership in the American Counseling Association (ACA) is available to any person whose primary responsibilities or interests are in the area of counseling and human development. Student memberships are available. Membership application forms are available on the websites below.

Students are expected to have liability insurance. They may obtain professional liability insurance covering counseling activities for graduate students through ACA, some home ownership insurance policies, and possibly the internship site.

Addresses for application forms:

- **ACA Membership**  
  5999 Stevenson Ave.  
  Alexandria, VA 22304-3300  
  800-347-6647 X222  
  [www.counseling.org](http://www.counseling.org)

- **ACA Insurance Trust, Inc.**  
  5999 Stevenson Ave.  
  Alexandria, VA 22304-3300  
  800-347-6647

- **NCA (Nebraska Counseling Association)**  
  P.O. Box 283  
  Kearney, NE 68848-0283  
  800-758-3010  
  [www.necounseling.org](http://www.necounseling.org)

### III. Field Experience

#### A. Internship Agreement

A formal agreement is required (Appendix) that indicates acceptance of the arrangements regarding internships. The form is to be signed by the intern who agrees to perform ethically and maintain open communication with supervisors. The field site administrator’s signature indicates approval of the placement and agreement the intern will be allowed to record counseling sessions with appropriate consent. The field supervisor signature indicates agreement to provide a minimum of one hour of supervision per week, to collaborate with Wayne State College faculty, and to provide a mid-term and final evaluation (form appended). The Wayne State faculty approves placement, provides small group supervision for the intern, and is available for consultation. The agreement should be completed by the first week of the term.
Specific responsibilities of interns:

1. Follow the requirements of the internship site, including completion of required documentation.
2. Perform ethically and communicate with all parties.
3. Videotape or digitally record sessions with clients/students – these will be reviewed with supervisors and/or other students in class.
   - Recordings require attention to confidentiality.
   - Clients, students, and/or parents must give permission for review of the recording.
   - The recording must show the face of the counselor, but not necessarily the client/student.
   - The signed permission to videotape may be followed by a statement from the intern indicating the destruction of the recording following course completion.
4. Complete a log of hours served during the internship with the site supervisor’s signature.
5. Additionally, students employed as school counselors will arrange supervision from a certified school counselor with two years of successful experience. Two visitations are required to other field sites with descriptions of those visitations; at least one visit is at the supervisor’s site.

B. Experiences

Interns are expected to provide both direct and indirect counseling services, including most aspects of the counseling program and delivery system of the internship site. The counseling faculty will approve only those students who have demonstrated competencies as beginning counselors. The level of competence differs among students as it does among professionals, however, and site supervisors are encouraged to contact the faculty supervisor with any questions. The faculty realizes that site supervisors are the professionals who bear the responsibility for the clients/students served.

Observation and co-counseling are strongly encouraged.

Student affairs and college counseling interns are expected to be involved in:
- discussion of issues or diagnosis,
- case conceptualization and determining a counseling plan,
- college counseling,
- campus wide responsibilities,
- career development, and
- record-keeping.

C. Supervision

Supervision is a special mentor-mentee relationship between an experienced, successful counselor and a counselor seeking development. It is a collaborative process; the purposes are (a) assurance of benefit to the client or students and (b) the growth and development of the intern.

Face-to-face meetings with the field supervisor are to be arranged by the student for a minimum of one hour per week to review activities that have been initiated, discuss any problems or concerns, and to monitor the services provided by the intern.
It is the intern’s responsibility to prepare for supervision by reflecting about the purpose of their work, articulating their goals and strategies, raising questions about professional issues and concerns, sharing their self-evaluation, and seeking feedback from the supervisor.

- What was I hearing my client say/seeing?
- What was I thinking about my observations?
- What were my alternatives at that time?
- How did I choose from among the alternatives?
- How do I intend to proceed?
- What did I actually say or do?
- What effects did my response have on my client? (Levitov & Fall, 2009)

The Wayne State faculty supervisor will contact the site supervisor to discuss how they might best work together in the professional growth of the intern. These meetings may be in person, via Skype, or by telephone. The intern and field-site supervisor are encouraged to contact the college supervisor whenever consultation is desired.

D. Evaluation
As well as meeting weekly with the intern, the field supervisors are asked to complete two Counseling Intern Evaluations during the semester. The inventory assesses the intern’s performance on the outcomes of the Wayne State counseling program. Strengths and contributions of the intern should be included with recommendations for improvement. It is recommended that the field supervisor and intern discuss the evaluation.

E. Log of Hours
Students will design a method of recording internship hours that is efficient for their settings. The log should distinguish between direct and indirect hours.

- Direct contact, as defined by Nebraska DHHS, is contact between the intern and “a client system, including collateral contact, while providing mental health services.” This includes individual and group counseling, facilitating prevention programs or guidance curriculum, and consultation. Family/guardian/teacher contacts and case conferences will be considered direct contact.
- Indirect contact includes any activity supporting counseling. Supervisory sessions between the intern and the site supervisor, group supervision in the internship class, reflections about the counseling sessions, research undertaken to meet requirements, or to learn more about client issues are included. They are intended to increase effectiveness. Indirect contact also includes administrative tasks, planning, record-keeping, and accountability practices.
- The minimum hours needed to complete the internship varies between 300 and 600 hours, which can be completed in one or two semesters. The clinical mental health hours required are aligned with state licensure requirements for mental health practice. The hours required for school counseling internships need to align with the State Board of Education requirements in the state in which you plan to seek certification. Iowa regulations in the Department of Education require 500 hours in a school setting. Students from other states will need to contact the Regulation and Licensure Division of their state to determine specific requirements. Interns who want to apply for licensure or certification following graduation are encouraged to request the form from the state in which they desire licensure to clarify all requirements.
<table>
<thead>
<tr>
<th>Nebraska</th>
<th>Clinical Mental Health</th>
<th>K-6 or 7-12 School</th>
<th>K-12 School</th>
<th>Higher Ed</th>
<th>Professional Service License, IA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>300</td>
<td>180</td>
<td>360</td>
<td>180</td>
<td>Elementary + middle 500</td>
</tr>
<tr>
<td>Indirect</td>
<td>300</td>
<td>270</td>
<td>540</td>
<td>150</td>
<td>High school + middle 500</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>450</td>
<td>900</td>
<td>330</td>
<td>750</td>
</tr>
</tbody>
</table>

An accurate record needs to be kept up to date. At the conclusion of the internship, the summary form needs to be signed by the certified or licensed supervisor and a copy turned in to the college supervisor. The original should be retained by the intern in a safe place for future use.
Application for Internship in Counseling

Name ___________________________________________________

Please indicate your program/internship (Clinical Mental Health, Student Affairs and College, School K-6, School 7-12).

I am completing or have completed: CSL 665 Group Counseling Yes____ No____
CSL 660 Practicum (formerly CSL 686 Advanced Practicum) Yes____ No____

Expected term_____________________

Site Selection:

- What age groups match your professional interests? _________________________
- What types of problems are of greatest interest to you? ______________________
- What counseling theory/strategies would you like to experience (e.g. groups, consultation)?

________________________________________________________

- Place where you would like to complete your Internship. Be as specific as you can. If you know the name of the school or agency list it. If you do not yet know, indicate the community and type of school or agency.

Agency or School Name: 
Address:

Supervision should be provided by a professional certified as a school counselor or licensed as a Mental Health Practitioner (LMHP in Nebraska, if you are seeking your licensure in Nebraska). Supervisors should have two years of professional experience.

Supervisor:
Credentials:
Telephone:
Email:
The following questions on the next page are intended to get a picture of the view you have of yourself as a counselor. Be brief, yet specific. Do not use general answers that could describe anyone. Make it about you.

1. What is your personal identity? What are a few of your beliefs, strengths, and values?

2. What is your identity as a professional?
   a. What should I expect of you as a counselor?
   b. Do you believe people are influenced most by their: 
      __ emotions __ thoughts __ learned behaviors __ environment __ genetics/chemistry 
   c. What theoretical model will guide your counseling?

3. What constitutes success in counseling? How would the client be different if counseling was successful? Be as specific as you can.

4. Why does counseling work?
   a. What is the role of the client?
   b. What is the role of the counselor?
Rate yourself on the following areas according to the key below:
1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Counseling Competence:
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading, or deceptive.
1 2 3 4 Respects the fundamental rights, dignity, and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Maturity:
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, and supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs, and limitations and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession and relates to clients, peers, staff, professors, and others in a manner consistent with recognized professional standards.

Signature: _______________________________ Date: ________________

Return this form directly or through the mail to:
Wayne State College
School of Education and Counseling
Attn: Shannon Reinke
1111 Main Street
Wayne, NE 68787

[END OF INTERNSHIP APPLICATION]
B. Wayne State College Master’s in Counseling Internship Agreement

Intern name _________________________________________________________
Home address _______________________________________________________
Telephone __________________________________________________________
Email _______________________________________________________________

Work address _______________________________________________________
Telephone __________________________________________________________
Email _______________________________________________________________

Internship site address (if different) ______________________________________
Telephone __________________________________________________________
Email _______________________________________________________________

Supervisor’s Name, Degree/License ______________________________________
Work Address _________________________________________________________
Telephone __________________________________________________________
Email _______________________________________________________________

Beginning Date of Internship _________________  Ending Date ________________

Weekly Schedule – Internship hours and one hour minimum supervision time
Monday       Tuesday       Wednesday       Thursday       Friday       Saturday

Signatures below indicate:

• The intern agrees to perform ethically and to communicate with all parties.
• The field supervisor agrees to provide a minimum of one hour per week of supervision, to complete midterm and final evaluations, and to communicate with the WSC supervisor.
• The administrator approves the internship at this site, approves occasional use of recording of counseling sessions with appropriate consent forms to be viewed by the WSC supervisor, and informs the intern about site policies.
• The WSC supervisor approves the field site and supervisor, is available for consultation with the field supervisor as needed, and provides small group supervision for interns.

__________________________________________  __________________________
Intern Signature and Date                      Field Site Administrator Signature and Date

__________________________________________  __________________________
Field Supervisor Signature and Date            College Supervisor Signature and Date
Case Review/Presentation Form

Counselor ______________________________
Client/Student Initials ____________________
Date_______

1. State simply the client’s/student’s main concern in this session:

2. Which stage of change is the client/student in for this concern? Point out specific observations to justify your conclusion.

3. What client/student changes were encouraged or can be encouraged in this session? What focus (emotive, cognitive, behavioral) do you see as most helpful for this client/student?

4. What skills did you/can you use to help facilitate that change?

5. Rate yourself in this session on the following four areas according to the scale below.

0 = Knowledge or skill was not acquired
1 = Developing understanding, but not sufficiently competent
2 = Minimally competent in knowledge and skills
3 = Competent in most areas; lacking some ability in application
4 = Competent as a beginning professional
<table>
<thead>
<tr>
<th>Counseling skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates genuine empathy by accurately restating (in one’s own words) what the client/student has expressed.</td>
</tr>
<tr>
<td>2. Communicates nonjudgmental openness to ideas and behaviors similar to or different from one’s own.</td>
</tr>
<tr>
<td>3. Demonstrates the ability to assist the client gain clarity and to develop focus.</td>
</tr>
<tr>
<td>4. Collaborates with client/student to select appropriate goals to facilitate growth of client/student.</td>
</tr>
</tbody>
</table>

6. What ethical concerns may exist with this case?

7. What counseling theory or theories help guide your sessions? Give an example of an intervention in this session that fits with this theoretical approach.
Time Log Summary Report for Student Affairs MSE Internship

DIRECT HOURS
1. Number of hours in individual sessions _____________________
2. Number of hours facilitating groups _______________________
3. Number of hours in consultation (teachers, parents) ____________________
4. Number of hours responding to crisis calls ____________________
5. Number of hours in classroom-based group guidance ____________________
6. Number of hours presenting staff development or in-service ____________________

Total Direct Hours ______________________

INDIRECT HOURS
1. Number of hours in preparation for sessions and record keeping ________________
2. Coordination, planning, evaluation, and professional development ____________________
Conferences and workshops attended: ____________________________________________
3. Internship class – group supervision _______________________
4. Preparation hours for Internship class _______________________
5. Related prof. reading not required for other classes _______________________
6. Videotape or audiotape review hours _______________________
7. Personal participation in individual /group counseling _______________________
8. Staff meetings or case consultation _______________________
9. Other: _______________________

Total Direct Hours ______________________

TOTAL DIRECT AND INDIRECT HOURS ______________________

Intern Signature: ______________________ Date: ________________

Field Supervisor Signature: ______________________ Date: ________________
## Graduate Counseling Intern Evaluation

**Student Affairs and College Counseling**

Name of Site Supervisor *(please print)*: ____________________________________________

Date: ________________

Address (work): ___________________________________________________________________

Phone: ________________________________

Name of Intern *(please print)*: ____________________________________________

Please evaluate the intern’s performance relative to the listed competencies. Rate each competence by circling a number (described below) after each item.

1 = Does not meet: Not sufficiently competent
2 = Progressing: Minimally competent in knowledge and skills
3 = Proficient: Competent in most areas; lacking some ability in application
4 = Advanced: Competent as a beginning professional

<table>
<thead>
<tr>
<th>Item</th>
<th>Knowledge of ethical standards of the American Counseling Association (ACA), the American School Counselor Association (ASCA), and other relevant professional associations in decision making</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge of the cultural context of relationships including an understanding of personal cultural characteristics, theories of multicultural counseling, identity development, and social justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Theories of individual and family development and transitions across the lifespan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Knowledge of career development theories and decision-making models</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Counseling theories that provide the student with models to conceptualize client presentation, help the student select appropriate counseling interventions, and begin to develop a personal model of counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5(a)</td>
<td>Essential interviewing and counseling skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5(b)</td>
<td>Theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, and skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Knowledge of individual and group approaches to assessment, including non-standardized and standardized tests and differential diagnosis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Knowledge of research methods, statistical analysis, needs assessment, and program evaluation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Understanding of ethical and legal standards of our profession and collaboration among other professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
10. Principles and practices related to growth models of counseling, including wellness and strength-based interventions, as well as practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders.  

11. Multicultural competencies in case conceptualization and treatment

12. Advocacy for policies, programs, and services that are equitable and responsive to the unique needs of clients and to influence public policies

13. Appropriate assessment interventions and current diagnostic tools, including the current edition of the DSM to describe symptoms and clinical presentation of clients with mental and emotional impairments

Comments about intern’s strengths, areas that need strengthening, etc.:

Signature of Supervisor ________________________________

Date __________________

Supervisor’s Title/Position and License / Certification ________________________________

Signature of Intern (if discussed with supervisor) ________________________________

Signature of WSC Faculty Supervisor ________________________________

Send evaluation to: Branis Knezevic  
School of Education and Counseling  
Wayne State College  
1111 Main St.  
Wayne, NE 68787-1447

FAX number: 402-375-7414  
Telephone number: 402-375-7392  
Email: brkneze1@wsc.edu

Thank you for completing this evaluation.