

Student Affairs and College Counseling

Student Handbook Master of Science in Education (MSE) Revised March 2018

Wayne State College
School of Education and Counseling
1111 Main St.
Wayne, Nebraska 68787
402-375-7389

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.

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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 writing sample (an academic essay of five or more pages on a topic of your choice). The essay should be formatted as follows using current APA guidelines:
 - i. Title Page (not included in the total of 5)
 - ii. Introduction
 - iii. Statement of the educational issue or problem
 - iv. Supportive information cited from their reading of related literature from professional journals, books and electronic resources
 - v. Conclusion section with classroom/job-related applications
 - vi. Reference list

This document will be assessed by a committee of 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, department chair, director of graduate studies, and dean of Education and Counseling.
- 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 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.

Counseling Degree Options

Brandenburg Education Building

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 Department of Counseling is currently in the process of acquiring their CACREP accreditation. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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. 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-6) 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-6, 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 states (such as Iowa) allow individuals with this degree to serve as school counselors. Some may require a few additional courses. Students will be required to sign a waiver that acknowledges that this degree alone will not make them eligible for a school counseling endorsement in Nebraska.

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 Introduction to Graduate Studies and Research.....	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 642 Consultation	2
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
CSL 688 Crisis Intervention Counseling	2

Internship Experience

CSL 697 Internship in Counseling.....	3
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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 646 Student Affairs in Higher Ed 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-6, 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
216 W. 3rd St.
402-375-2669

Norfolk, Neb.

Goldenrod Hills Community
1405 Riverside Blvd.
402-371-0377

Salvation Army Thrift Store
112 N 7th St.
402-379-4663

ILLI Norfolk Food Bank
106 W. Norfolk Ave.
402-371-2591

Hartington, Neb.

Haven House (Domestic Violence Shelter)
407 N. Broadway St.
402-254-2553

Norfolk Rescue Mission (Shelter)
111 N. 9th St.
402-371-6484

Bright Horizons (Domestic Violence Shelter)
877-379-379

Sioux City, Iowa

Food Bank of Siouxland
1313 11th St., Ste. 1
712-255-9741

Sioux City Gospel Mission
415 Bluff St.
712-255-1119

Camp Goodwill
570 152nd St.
402-494-4872

Crossroads Transitional Housing
712-293-0283

Shesler Hall
1308 Nebraska St
712-258-8059

The Gospel Mission (Women and Children
Shelter)
500 Bluff St.
712-255-1769

Community Action Agency of Siouxland
2700 Leech Ave.
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/mse 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 eCampus at ecampus.wsc.edu using your provided username and password.
2. Access WildcatsOnline from the "Online Resources" dropdown menu.
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: Brook Jech

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, 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 ____ | 6. Collaborative decision-making ____ |
| 2. Leadership potential ____ | 7. Conflict management ____ |
| 3. Verbal communication ____ | 8. Organizational skill ____ |
| 4. Written communication ____ | 9. Technology skill ____ |
| 5. People skills ____ | 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.

MSE Counseling Learning Agreement

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 _____

The counseling faculty: Kyle Wockenfuss, Steven Dinsmore, Branis Knezevic, Katherine Murphy, Cody Dickson



PROGRAM OF STUDY – MSE – STUDENT AFFAIRS AND COLLEGE COUNSELING

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

PROGRAM: **STUDENT AFFAIRS AND COLLEGE COUNSELING**

Thesis: Non-Thesis: For Teacher Certification: Not For Teacher Certification:

MSE Minimum 48 hours

Professional Education Core Courses

	Hours	Date	Grade
EDU 603 Introduction to Graduate Studies and Research (3)	3		
CSL 636 Introduction to Student Services (3)	3		

PROGRAM COURSES

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 642 Consultation	2		
CSL 646 Student Affairs and College Counseling	2		
CSL 660 Pre-Practicum	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	3		
CSL 688 Crisis Intervention	2		
CSL 697 Internship in Counseling	3		
TOTAL PROGRAM HOURS (60 hours minimum)	48		

Student Name _____

Address _____

City / State / Zip Code _____

Student ID No. _____

Home Telephone / Work Telephone / Cell Phone _____

Email Address _____

Signature of Student _____ Date _____

Signature of Advisor _____ Date _____

Signature of Department Chair _____ Date _____

Signature of Director of Graduate Studies _____ Date _____

Signature of School of Education and Counseling Dean _____ Date _____

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.

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.

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)

Application for Graduation

Please print.

CAMPUS ID NO. _____ DATE _____

FULL LEGAL NAME

(as you would like it to appear on your diploma)

First _____ Middle _____ Maiden _____ Last/Family Name _____

If your name is commonly mispronounced, please provide us with the phonetic spelling of your name. _____

HOMETOWN

(for commencement program)

_____ City _____ State/Province _____ Country _____

CURRENT ADDRESS

(for commencement mailings prior to graduation)

_____ Street or P.O. Box, Apt. _____

_____ City _____ State _____ Zip _____

TELEPHONE NUMBERS

(please include area codes)

Home: _____ Work: _____

Cell: _____ Other: _____

EMAIL ADDRESS(ES)

(list the one(s) you check most frequently)

GRADUATION DATE

I will graduate in: May _____ *August _____ December _____ Year _____

TYPE OF DEGREE

MBA _____ MSE _____ MSOM _____ Ed.S. _____

MAJOR

PREVIOUSLY EARNED DEGREE(S) (e.g.: Bachelor of Science, Wayne State College, Wayne, Nebraska, 20xx)

(for commencement program)

****Graduation candidates' addresses and email addresses will be shared with appropriate graduation vendors.****

Please check box if you do not want your address and email sent to graduation vendors.

I will be completing my program in **(circle one)** May / December and **(circle one)** will / will not be participating in the ceremony.

I will be completing my program in August and **(circle one)** will / will not be participating in the **(circle one)** May* / December ceremony.

****For August graduates who wish to march in the May ceremony, the reverse side of this form must be completed.****

Signature of Student: _____

This application for graduation is due to the graduate office no later than the last day of the second week of the semester in which the student intends to graduate.

Please report any change in graduation plans to the graduate office, 139 Brandenburg Education, Wayne State College, 1111 Main Street, Wayne, NE 68787, 402-375-7232.

Application for May Commencement Participation for August Graduates

Number of hours completed at the end of the spring semester: _____

Summer graduates with no more than 6 credit hours of course work, and/or internship, and/or fieldwork remaining to complete their degree during the summer are eligible to participate in May commencement. All other requirements (file paper, comprehensive examination, portfolio review, etc.) need to be completed in the timeline delineated for May graduates.

The following course(s), internship, or fieldwork is/are needed to meet graduation requirements and will be offered/allowed for this student during the summer sessions.

The signatures of the department chair and the school dean will be required for each course, internship, or fieldwork. The signatures will assure the student that the needed course will be offered, a course substitution will be provided, or a directed study permitted.

1. _____ Course Number and Name	_____ Department chair signature
	_____ School dean signature
2. _____ Course Number and Name	_____ Department chair signature
	_____ School dean signature
3. _____ Course Number and Name	_____ Department chair signature
	_____ School dean signature

Department chair comments:

School dean comments:

copy to: Registrar's Office
Revised 9/13/2013

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

MSE Counseling Portfolio – Table of Contents Continued

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.

Graduate Counseling Internship Manual

2018-19

Wayne State College
School of Education and Counseling
1111 Main St.
Wayne, Nebraska 68787
402-375-7389

The Internship Manual

What excitement! Putting it all together!

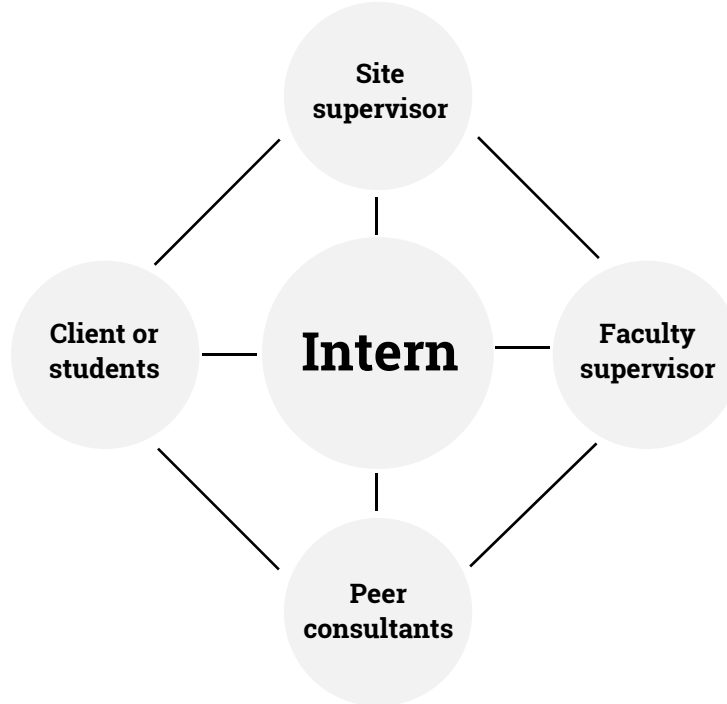
1. **What is counseling internship?**
2. **Pre-Placement**
 - A. Application
 - B. Site selection
 - C. Ethics
 - D. Professional Associations and Insurance
 - E. Licensure or Certification
3. **Field Experience**
 - A. Internship Agreement
 - B. Experiences
 - C. Supervision
 - D. Evaluation
 - E. Log 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 of Counseling
402-375-7392
brkneze1@wsc.edu
Fax: 402-375-7414

Kyle Wockenfuss, M.A.
Counseling Department Chair
402-375-7385
kywocke1@wsc.edu
Fax: 402-375-7414

Katy Murphy, Ph.D.
Professor of Counseling
402-375-7210
kamurph1@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

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

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.

Nebraska	Clinical Mental Health	K-6 or 7-12 School	K-12 School	Higher Ed	Professional Service License, IA
Direct	300	180	360	180	Elementary + middle 500
Indirect	300	270	540	150	High school + middle 500
Total	600	450	900	330	750

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.

Name:

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: Brook Jech
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

C. Case Reflection/ Presentation Form

CSL 697 Counseling Internship

Intern:	Date:
Confidential ID of student/client/group, e.g. M17 (male, 17 years)	Number of session and date of session:
ASSESSMENT	
Referral information :	
Presenting concerns of the client , in the client's words (N/A for group or classroom activity)	
What would it be like to be this client? What might you be thinking, feeling, doing?	
Relevant clinical history or contextual factors:	
Perceived client strengths and resources (and how they can be used in achieving goals):	
Your perception of the issue:	
Problem as agreed upon or diagnosis, if applicable:	
<p>Counseling Goals (agreed upon by counselor and client):</p> <p><u>When counseling is successful, the client will as evidenced by....</u></p> <p>1. ... <u>as evidenced by....</u></p> <p>2. ... <u>as evidenced by....</u></p>	
<p>Counseling Plan... (include your general theory as part of evidence-based practice)</p> <p>1. ...</p> <p>2. ...</p> <p>3. ...</p>	
Ethical questions/issues:	

Specific Issues and Questions to be Discussed in Supervision

Reflections on Ideas Generated During Supervision

Actions taken in response to questions:

Follow-up questions:



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

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	1	2	3	4
2.	Knowledge of the cultural context of relationships including an understanding of personal cultural characteristics, theories of multicultural counseling, identity development, and social justice	1	2	3	4
3.	Theories of individual and family development and transitions across the lifespan	1	2	3	4
4.	Knowledge of career development theories and decision-making models	1	2	3	4
5.	(5a) 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	1	2	3	4
	(5b) Essential interviewing and counseling skills	1	2	3	4
6.	Theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, and skills	1	2	3	4
7.	Knowledge of individual and group approaches to assessment, including non-standardized and standardized tests and differential diagnosis	1	2	3	4
8.	Knowledge of research methods, statistical analysis, needs assessment, and program evaluation.	1	2	3	4
9.	Understanding of ethical and legal standards of our profession and collaboration among other professionals	1	2	3	4

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.	1	2	3	4
11.	Multicultural competencies in case conceptualization and treatment	1	2	3	4
12.	Advocacy for policies, programs, and services that are equitable and responsive to the unique needs of clients and to influence public policies	1	2	3	4
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	1	2	3	4

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.