



The University of Vermont

*College of Education & Social Services
Department of Leadership & Developmental Sciences
The Counseling Program*

Master of Science in Counseling

Practicum Handbook

Spring 2022

*For UVM Practicum Students, UVM Practicum and Other Participating
Course Instructors & School Based Practicum Sites*

Note

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The Counseling Program

Mann Hall, 208 Colchester Avenue
Burlington, VT 05405-1757
Phone 802-656-3888 and Fax 802-656-3173
cslgprog@uvm.edu

[Department of Leadership and Developmental Sciences](#)

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SECTION I: PRACTICUM OVERVIEW

Overview of the Counseling Program Practicum

The practicum experience provides graduate counseling program students with an introductory opportunity to develop and expand their counseling skills by facilitating video-recorded therapeutic helping conversations, primarily with students attending the University of Vermont or students in grades K-12. Graduate counseling program students concurrently participate in ongoing supervision (group and triadic) through the practicum course. Practicum students are expected to expand their current knowledge to learn about issues, theories and therapeutic techniques that are relevant to their student or client population. Additional goals are to foster a positive attitude toward supervision, develop skills in giving and receiving feedback, and to engage in practices that promote personal and professional growth. The practicum experience meets CACREP standards for students enrolled in the Clinical Mental Health Counseling and School Counseling Programs.

- **School Counseling Program Practicum:**

The primary objective of the school counseling program practicum is for graduate students to advance their counseling skills. School counseling program practicum students must have the opportunity to work individually in an ongoing manner with some primary or secondary level students. However, they are also able to facilitate small group or paired counseling. This is an opportunity for students to practice foundational and advanced counseling skills, along with learning more about the school environment. Graduate school counseling program students are assigned a school practicum site in early December of the semester prior to enrolling in the practicum course. This provides school counseling students the opportunity to meet staff at the school, determine necessary steps for working at the school and with students (i.e., fingerprinting, school related orientation training, obtaining parent consent), and complete relevant forms prior to starting. Further information regarding this process and specific forms are in Appendix A. The work in the schools begins mid to late January for school counseling students. Over the course of the semester, school counseling students typically work approximately 4-6 hours per week at their practicum site. Weekly supervision is provided by the faculty instructor. This includes both a weekly seminar class (of no more than 6 students), as well as triadic supervision wherein the faculty supervisor meets with 2 graduate students for a minimum of one hour per week. School counselors at the practicum site are also available for support and guidance as needed.

- **Clinical Mental Health Counseling Program Practicum:**

Graduate clinical mental health counseling program students will be matched with “helpees” (predominantly UVM students) and conduct “helping conversations” which are all individual one-on-one sessions. These sessions will be held either in-person in the Mann Hall Counseling Lab or remotely over the Microsoft Teams platform, depending on the preference of the helper and the helpee and UVM covid based policies at the time.

There are a variety of different UVM courses and programs that participate in this process. Some of the courses require that helpees discuss specific content related to their classes (as it pertains to them personally), whereas for other classes/programs, the content can be more open. There may be limited additional opportunities for a fieldsite practicum experience as well. This is an opportunity for clinical mental health program students to solidify their foundational skills and to begin practicing advanced counseling skills. Weekly supervision is provided by the faculty instructor. This includes both a weekly seminar class (of no more than 6 students), as well as triadic supervision wherein the faculty supervisor meets with 2 graduate students for a minimum of one hour per week.

- **Dual Option (School and Clinical Mental Health Counseling Program) Practicum:**

Graduate students selecting the dual option are advised to enroll in the clinical mental health counseling program practicum course (see above) rather than the school counseling program practicum. Clinical mental health licensure has strict requirements regarding the site location for a practicum experience versus the school counseling licensure requirements which are more flexible.

SECTION II: PRACTICUM COURSE REQUIREMENTS

Practicum Prerequisite Requirements

Only graduate counseling program students may enroll in the practicum course. Students in the graduate counseling program must complete the course requirements listed below *prior* to beginning their practicum experiences. Any exceptions to the prerequisite class sequence must follow the *Petition to Modify Program* process (the petition must be submitted and approved at least one full semester in advance of enrollment in the internship course and experience). Prior to enrolling in practicum, students must also attend a practicum orientation meeting in the fall semester prior to enrolling in the practicum course.

Practicum Prerequisite Courses:

For Students in All Programs:

- EDCO 320 Developmental Perspectives in Counseling
- EDCO 350 Professional Issues in Counseling
- EDCO 374 Counseling Theory and Practice
- EDCO 375 Laboratory Experience in Counseling

For Students Completing the School Counseling Practicum:

- EDCO 340 Developmental Guidance

(Must take concurrent with Practicum for students in the School Counseling Program)

- EDCO 361 Practice of Clinical Mental Health Counseling
(Must be taken concurrent with Practicum for students on Clinical Mental Health Counseling Program or the Dual Track option)

Practicum Course Requirements

Practicum requires enrollment in EDCO 363 Counseling Practicum- a 3-credit hour seminar course that meets weekly during the semester. As part of the course, graduate counseling students will engage in helping conversations either with other UVM students (for those in the clinical mental health counseling program) or with K-12 students (for those in the school counseling program). There may also be some limited opportunities for students in the clinical mental health program to be placed at an off campus fieldsite for their practicum. See below for information about the service requirements.

During the first few weeks of the practicum seminar, the instructor will review information such as consent and confidentiality, how to do an intake, risk assessment and related protocols, general school protocols (for those in schools), record keeping and reviewing basic counseling skills. Once students have started to work with helpees, they will facilitate case presentations that include written summaries and video recordings. The course syllabus will provide more specific information on class sessions.

By no later than the 4th week of the course (sometimes earlier for school counseling students), the practicum instructor will meet with 2 students concurrently for triadic supervision. This will occur outside of class time. During triadic supervision, students will provide video recordings for review and discussion. Once triadic supervision begins, the practicum seminar time will be reduced from 3 hours weekly to 1.5 hours weekly.

Practicum Service Requirements

All graduate students must complete a total of **100 hours** of counseling-related work, which includes **40 direct and 60 indirect service hours**. All graduate students must video record their work with either the UVM helpees or primary/secondary school students.

CACREP (the national accrediting body for Counseling) defines the following as direct and indirect service hours:

Direct Service Hours:

- *Supervised use of counseling, consultation or related professional skills with **actual clients** (this can be individuals, couples, families or groups) for the purpose of fostering social, cognitive, behavioral and/or affective change. These activities must involve interaction with others and may include: assessment, counseling, and psychoeducational activities.*

- *The following would **not** be considered direct service: observing others providing counseling and related services, record-keeping administrative duties, clinical and/or administrative supervision.*

For students enrolled in the clinical mental health counseling program, direct service would include the time spent in helping conversations. For students enrolled in the school counseling program, it would include time providing counseling services one-to-one, in small groups or facilitating larger psychoeducational groups. For school counseling program students, it could also include time with parents or other family members engaged in clinical discussions. It does not include the following: consultation to teachers or other staff, IEP/504 or other school meetings regarding a student (if neither the student nor family member is present), phone calls to parents that are focused on getting consent or scheduling only, nor transportation to and from sites. For both clinical mental health and school counseling program students, it also does not include referrals to and collaboration with other resources.

Indirect Service Hours:

- Indirect service hours include time spent in other required activities related to helping conversations such as:
 - preparing for individual sessions;
 - readings relevant to work with individual clients (readings from other courses cannot be counted)
 - reviewing the video recordings
 - triadic and group supervision/seminar;
 - client notes, reflection sheets and other related paperwork;
 - attending clinically relevant workshops and trainings.

Graduate students must record all indirect and direct hours accrued on a weekly basis during the semester using the Hours Log found on TK20.

Procedures for School Counseling Program Practicum

The experiential portion of the school counseling practicum requires that students facilitate helping conversations with children/adolescents in primary and/or secondary schools. Graduate school counseling students are assigned a practicum site by the practicum coordinator in early December of the semester prior to enrolling in the practicum course. Practicum students will provide therapeutic helping conversations with an individual “caseload” of no fewer than 4 children or adolescents. In addition, practicum students may be engaged in group work on site.

The following steps are required of school counseling practicum students:

- Once a student is given their school site assignment, they should immediately contact the school site contact (typically the school counselor) to complete the ***Practicum Placement Contract*** (see Appendix A) and inquire about requirements for conducting work in the school. Such requirements typically include fingerprinting, background checks, and appropriate documentation.

- School counseling program graduate students also need to obtain **liability insurance**. One route for obtaining liability insurance is becoming a member of the American School Counseling Association.
- Counseling program graduate students working in schools are required to obtain **parental/guardian consent** to work with K-12 students and to video record sessions. Parent/guardian consent should be obtained in December or early January, in conjunction with the school counselor. Typically, this is a written consent, although some pandemic related exceptions may be made for parents without access to internet or the ability to provide an electronic signature.
- Course instructors may also require other forms, although this differs depending on the instructor. Some examples of possible forms that school counseling students may be asked to maintain include (see Appendix A for example forms):
 - Student Information Sheet
 - Group Information Sheet
 - Non-Caseload Contact List
 - Case Notes (individual client notes)
 - Reflection Sheet (summary of weekly clinical experiences)
- It is important for school counseling students to begin their helping conversations with students as soon as the semester begins in mid-January because they need to account for school vacation times and possible student absences and conflicts.
- Counseling work conducted by school counseling program practicum students must be digitally recorded on a secure system (i.e., an encrypted flash drive or through a HIPAA compliant platform) and will be reviewed with the course instructor during supervision sessions.

Through these experiences, class discussions, presentations in class, and reading assignments, practicum students are expected to expand their current knowledge in working with children and adolescents to include contemporary issues affecting this population as well as theories and therapeutic techniques that are relevant to counseling children and adolescents. Additional course goals are to develop professional skills related to the practice of counseling with children and/or adolescents in schools, foster a positive attitude toward supervision, develop skills in giving and receiving feedback, and to engage in practices that promote personal and professional growth.

Procedures for Clinical Mental Health Counseling Program Practicum:

The experiential portion of practicum requires that students facilitate helping conversations with UVM students from participating courses and programs.

- Practicum students in the clinical mental health counseling program need to obtain **liability insurance** prior to working with helpees. One route for obtaining liability

insurance is by becoming a member of the American Counseling Association.

- Clinical mental health counseling program practicum students are assigned to “helpees” by the second or third week of the practicum course. Graduate students must inform their instructor of any “prior or existing relationships” with potential helpees to avoid a conflict of interest.
- Clinical mental health program practicum students need to contact their helpees by the third week of practicum via email to schedule required number of meetings (depends on the course requirement).
- Clinical mental health program practicum students need to review and ask helpees to sign a consent form during the first session. If sessions are being held remotely, the signing of the consent will need to occur electronically. If the helpee does not have the ability to electronically sign the form, they can provide recorded verbal consent. See Appendix A for a copy of the ***Release of Confidential information and Permission to Record***.
- Helping Conversations need to be video recorded, based on helpee consent. If a helpee does not consent to be video recorded, they can still participate in the helping conversations. However, given the importance of video recordings for supervision, practicum students should engage in a discussion with the helpee to better understand their concerns and to emphasize the importance of video recording for supervision purposes. In-person recording will occur in the Mann Hall Counseling Lab. For remote sessions, video recording will occur using the Microsoft Teams platform and will be transferred to a confidential video link through the Microsoft Streaming process so that videos can be shared in supervision.
- In the first session, graduate students conduct an intake with the helpee. This is an opportunity to gain contact and background information, particularly regarding issues of identity. It also provides an opportunity for the helpee to reflect on whether there are substance issues of concern. Helpees should be informed that they can skip whatever identity questions they do not want to answer or can choose to respond only to those questions that feel most relevant. The contact information however, must be completed. In particular, helpees engaging remotely in sessions must indicate whether or not they are currently residing in Vermont (and where). If a helpee is not in Vermont, then they cannot participate in the Helping Conversation. See Appendix A for a copy of the **Intake Form**.
- Graduate students must keep records of attendance dates for each helpee. It is important that graduate students record no shows for scheduled meetings, as well as dates of communication. During the Spring of 2021, these attendance records will be kept electronically on separate Microsoft Teams files for each participating course/program that the practicum instructor and course instructor has access to. No session content will be provided on this attendance form.

- Clinical mental health program practicum students need to maintain weekly electronic records of the sessions. While the required forms may vary depending on instructor, Appendix A provides examples of SOP forms that are used for recording individual helpee notes and reflection sheets that provide a summary of weekly clinical experiences (see Appendix A).
- Clinical mental health counseling practicum students should check in with their helpees at the end of each session regarding their assessment of the session. Some instructors require the use of the *Session Rating Scale*. The use of the scale and the mode of delivery will be at the discretion of the practicum instructor.
- Clinical mental health program practicum students need to securely store all confidential records (such as consent forms, intake forms, SOP notes, reflection sheets, Session Rating Scales). These records will be stored on TK20 where only the graduate student and the supervising practicum instructor will have access.

SECTION III: INFORMATION FOR INSTRUCTORS AND SCHOOL COUNSELORS

Information for Clinical Mental Health Counseling Practicum Instructors

Clinical mental health counseling practicum instructors are either core counseling faculty or experienced clinicians. The responsibilities of the practicum instructor are to provide supervision and support to counseling students on their clinical work with helpees. Supervision is provided in the following context: 1) through the weekly seminar and 2) through weekly triadic supervision where the instructor meets with 2 students concurrently for a minimum of one hour. The triadic supervision will begin during the 4th week of the course. At this time, the weekly seminar will drop to 1.5 hours. The practicum instructor is responsible for the evaluation of the students in their course.

During the second week of the course, participating “feeder” courses/programs will provide the Practicum Coordinator with lists of participating helpees. The Practicum Coordinator will then disseminate these lists as equitably as possible to the practicum instructors. The practicum instructors will then assign counseling practicum students to specific helpees (ensuring that graduate students are not matched with students with whom they have a prior relationship). A secure electronic document will be created for each participating course so that graduate Counseling students can document attendance and dates of communication.

Practicum course instructors are responsible for

- Reviewing required practicum paperwork with graduate students
- Instructing students on how to conduct an intake assessment
- Reviewing risk assessments protocols and assessing students on their ability to engage with these protocols
- Facilitating clinical discussions during seminar
- Reviewing video recordings during weekly triadic supervision and providing input regarding clinical skills and application of theory

- Evaluating student skills at the semester midpoint and at the end of the semester on the Practicum Skill Checklist.

Information for School Counseling Practicum Instructors

School counseling practicum instructors are either core counseling faculty or experienced school counselors. The responsibilities of the practicum instructor are to provide supervision and support to counseling students on their clinical work with students at school-based field sites. Supervision is provided in the following context: 1) through the weekly seminar and 2) through weekly triadic supervision where the instructor meets with 2 students concurrently for a minimum of one hour. Once the triadic supervision begins, the weekly seminar will drop to 1.5 hours. The practicum instructor is responsible for the evaluation of the students in their course.

Practicum course instructors are responsible for

- Ensuring that graduate students have followed the necessary protocols for conducting work in schools (typically this involves finger printing, background checks, school-based orientations)
- Ensuring that graduate students are collaborating with the school counselor to determine appropriate students to work with and are obtaining parental/guardian consent
- Reviewing required practicum paperwork with graduate students
- Ensuring that graduate students are familiar with the school's risk assessment protocols and how to engage in a risk assessment
- Facilitating clinical discussions during seminar
- Reviewing video recordings during weekly triadic supervision and providing input on clinical skills and relevant school-based information
- Evaluating student skills at the semester midpoint and at the end of the semester on the Practicum Skill Checklist.

Information for Instructors of Courses Participating in Helping Conversations (or advisors/program coordinators who have referred students to helping conversations)

Graduate students in the UVM Graduate Clinical Mental Health Counseling Program participate in practicum during the spring semester of their first year in the program as a means of practicing their counseling skills. The practicum experience for students enrolled in the mental health counseling program involves being matched with UVM students with whom they engage in Helping Conversations. These conversations typically occur for 50 minutes/weekly or every other week. The meetings between the practicum graduate students and the participating student will be conducted either in person in the Mann Hall Counseling Lab or over the remote Microsoft Teams platform, depending on the preference of the graduate practicum student, the participating helpee, and the UVM policies at the time.

Each practicum student receives weekly supervision from a UVM faculty member, in addition to participating in a weekly seminar group with 5 other students. Sessions can only be video recorded (through either the Mann Hall Lab equipment or the Microsoft Teams platform) with

consent of the helpee. These video recordings are confidential and are only reviewed in the context of supervision.

As part of the practicum, each student enrolled in the mental health counseling program must complete a total of 40 direct service hours during the spring semester. In order to obtain these hours and to make for a more meaningful experience, we ask that each participating instructor or program coordinator/director have their students participate in a minimum of 3 Helping Conversations.

In order to participate in practicum, graduate counseling program students must first have taken specific pre-requisite courses, including successfully passing their Clinical Lab experience in the fall. However, while students need to demonstrate foundational clinical skills in order to progress to practicum, they are asked to provide referrals to CAPS or other appropriate services for students presenting with significant needs (particularly around issues of suicidal ideation, trauma, eating disorders, psychotic behavior).

We understand that for some courses, it is desirable for the students to focus on particular topics that relate to the course. If this is the case, please let us know in advance. Other courses allow students to have more leeway regarding topics. Many instructors ask that attendance information is shared, which we can accommodate (although no session content will be shared with instructors). The Helping Conversations can be included into courses as a required, optional, extra-credit, or optional no credit opportunity.

Information for School Counselors Hosting Practicum Students

School counseling program practicum students will be on site at schools 4-6 hours per week. During this time, they must engage in individual counseling with at least 4 students on a weekly basis. In addition, they can facilitate counseling with pairs of students or small groups. While they are able to attend meetings or shadow school counselors in their work, meetings that occur without the student or family present, as well as shadowing opportunities, will not count towards their direct service requirements. Individual counseling sessions will need to be video recorded so that they can be reviewed in supervision.

Supervision for practicum students will be provided by the UVM practicum instructor. This will consist of both a weekly small group seminar, as well as weekly triadic supervision (where the faculty instructor meets with 2 students concurrently). While the school counselor does not need to provide clinical supervision, we ask that school counselors provide general orientation to practicum students regarding school practices, policies and the role of a school counselor, assist with identifying students who could benefit from counseling, help with obtaining parent/guardian consent, and be available in the event of questions and emergency situations.

SECTION IV: REPORTING PROTOCOLS

Reporting Protocols for Clinical Mental Health Counseling Practicum Students

What to do if there is a concern regarding risk of harm to self or others?

RISK OF HARM PROTOCOL for Clinical Mental Health Counseling Program Practicum Students:

- 1) If there is any concern regarding risk of harm to self or others, then the practicum student needs to first make every effort to contact their practicum instructor (i.e., by directly calling the practicum instructor).
- 2) If a practicum instructor conducts a risk assessment and determines that there is a high risk of harm to self, then the Crisis Services in the county where the helpee is located needs to be contacted. If the student is on-campus or in Chittenden County, then Howard Center **First Call** needs to be contacted (**802-488-7777**). For students living in other counties, here is the list of crisis phone numbers across Vermont: <https://vermontcarepartners.org/intake-and-crisis-lines/> . However, First Call can also help identify the relevant Crisis Services if a different county in Vermont.
- 3) If the practicum instructor is not available, then the next step would be for the practicum student to contact CAPS and ask to speak to a triage counselor. It is recommended that the practicum student would try to have the helpee make the call (and perhaps have them put the call on speaker). The number for **CAPS** is **802-656-3340**.
- 4) If the student is on campus and CAPS determines that the helpee needs to come in to CAPS for an assessment, the practicum student should not transport the helpee. The practicum student should discuss with the CAPS triage counselor how the student should go to CAPS (whether it is safe for the student to walk or drive there or whether they need to be escorted by a friend or as a last resort, **Campus Security, 802-656-3473**). However, please keep in mind that for many students, particularly students of color, being transported by campus security may be a traumatic experience. Therefore, it is important that CAPS first consider all other options.
- 5) If the helpee is not on campus and CAPS determines that the helpee needs additional assessment or immediate intervention, the practicum student should have CAPS contact the relevant Crisis Services.
- 6) If the issue is risk of harm to others, as opposed to risk of self-harm and the student resides on campus, then **Campus Security** needs to be contacted immediately at either **911 or 802-656-3473** (you should also make every effort to contact your practicum instructor or another practicum instructor). If the student lives off campus, then 911

should be contacted. If there is a specific known target, you also need to make efforts to inform the target of the intended harm.

- 7) If it is after 4:30 and there is an identified risk of harm to self (and no faculty are available), then the practicum student can either directly call **First Call** if the student resides in the Burlington area (if high risk situation; **802-488-7777**) or **ProtoCol** (which is the **CAPS after hours phone service; 802-656-3340**). If the helpee does not live in Burlington, then the practicum student needs to contact the Crisis Services in the community where the helpee resides or can contact First Call for assistance.
- 8) After contacting the appropriate services, the practicum student and the practicum supervisor need to immediately complete a **UVM CARES report** for the student of concern: https://www.uvm.edu/deanofstudents/student_advocacy The CARES report can be completed anonymously. If a helpee expresses concern about another UVM student (such as a friend or roommate), the practicum student still needs to complete a CARES report.
- 9) The practicum student must document the clinical session with detailed notes.

What to do if a helpee reports current or past abuse?

Practicum students are mandated reporters of abuse of children and vulnerable adults. If a helpee reports current or past abuse of a child or vulnerable adult OR if the helpee reports abuse that happened to them when they were a minor, this needs to be reported to child welfare. For abuse that has occurred in Vermont, the local Department of Child and Family Services (DCF) or Adult Protective Services (APS) office needs to be contacted immediately. For abuse that occurred outside of Vermont, the equivalent of DCF or APS needs to be contacted in the state where the abuse occurred, as reporting laws differ by state. If the practicum student is unsure whether the incident was reportable, they can contact DCF/APS and provide a hypothetical scenario without using identifying information.

The following links provide procedures for mandated reporting in Vermont:

<https://dcf.vermont.gov/protection/reporting/mandated>

<https://asd.vermont.gov/abuse-neglect-exploitation-vulnerable-adult>

Reporting Protocol for School Counseling Practicum Students

At the onset of the school counseling program practicum placement, graduate practicum students should speak with the school counselor to find out about the school's reporting protocol for risk situations. In the event that there is a risk of harm to the helpee or another, the school counselor at the school site should be immediately contacted. The School counseling practicum students also needs to follow-up with the practicum instructor to notify them of the situation.

Practicum students need to be aware that they are mandated reporters of child abuse and neglect. As such, even if the school counselor or school administrator decides not to report an incident of potential abuse/neglect, the practicum student is still responsible for reporting. Here is the link for Vermont's reporting protocol for potential child abuse/neglect:
<https://dcf.vermont.gov/protection/reporting/mandated>

APPENDIX A: REQUIRED FORMS AND SUPPLEMENTAL MATERIALS

**Please note that the use of specific forms may differ depending on practicum instructor*

For All Students:

- [Practicum Behavior Contract](#) (found on TK20 and Counseling Program website under Practicum Forms)
- Weekly Case or SOP Notes (for each helpee and/or group)
- Weekly Reflection Sheet (for all helpees seen during the week)
- Suicide Assessment
- [Hours Log](#) (found on TK20; the example provided here has a slightly different format than the version on TK20)
- [Practicum and Internship Accountability Form](#) (found on TK20 and the Counseling Program website under Internship Forms)
- [Practicum Competency Checklist](#) (found on TK20 and the Counseling Program website under Practicum Forms)
- Case Presentation Guidelines

For School Counseling Students:

- [Practicum Placement Contract](#) (found on Counseling Program website under Practicum Forms)
- Parent/Guardian Consent Form (please refer to your practicum site's consent form)
- Student Information Sheet
- Group Information Sheet
- Non-Caseload Contact List

For Clinical Mental Health Students:

- Consent Form for Video Recording
- Intake Form
- Session Rating Scale

University of Vermont Graduate Counseling Program

Practicum Behavior Contract

In order for UVM student to remain eligible for the practicum course experience, they must demonstrate a high level of professionalism. Professionalism includes abiding by all of the standards and ethical expectation of the profession (see American Counseling Association (ACA) Guidelines) and following all of the policies and accepted practices at the Counseling Program and UVM. In line with these ethical/professional standards and UVM policies and practices (<http://www.uvm.edu/policies/student/studentcode.pdf>), below is a list of examples of professional and unprofessional conduct that exemplify the standards that we expect students to uphold. While these may be intuitive to most students, we believe that it is important to highlight these specific examples in an effort be clear. Please understand that the conduct identified below should not be considered to be an exhaustive list.

Students will:

- Dress professionally and appropriately for the setting.
- Remember that their role is of a counselor in training, and not a friend.
- Always engage in professional relationships with their helpee's –practicum students will refrain from establishing an on-going personal relationship or a relationship that is not related to the specific counseling work they are doing with helpee's during practicum.
- Never be on site under the influence of alcohol or drugs.
- Refrain from engaging in activities with helpee's or their family members that are against UVM/ Counseling Program rules or state/federal laws.
- Refrain from “friending,” “following,” contacting or posting pictures of helpee's or their family members on Facebook, Twitter, Tumblr, Instagram, Pinterest, Spotify or any other social networking sites.
- Refrain from texting or taking personal calls when they are in the lab space, except in cases of emergencies.
- Refrain from distributing their personal cell phone numbers to helpee's.
- Refrain from texting with helpee's.
- Not invite helpee's or their family members to their home.
- Avoid giving helpee's rides in their own vehicle unless it is part of their professional responsibilities and when the site supervisor sanctions it.

I _____ have read and agree to follow the
Practicum Behavior Contract. (Print name)

(Semester)

(Intern Signature and Date)

SOP Sheet

Practicum Student: _____

Helpee: _____

Date: _____ Session #: _____

Subjective (S): *What are the issues from the helpee's perspective? What are the helpee's goals?*

Objective (O): *What did you observe? (i.e., helpee's strengths, observable behavior, affect)*

Plan (P): *What is the helpee's perception of progress towards goals? What is the specific plan for next week?*

Reflection Sheet

Practicum Student: _____

Date: _____ Session #: _____

This should be completed weekly with respect to all clients that you saw the past week (please do not use helpee names).

Something I'm grappling with is:

Something I want feedback on is:

Personalization processes:

EDC0 375: Suicide Assessment Exercise

Student's (as counselor) Name: _____ **Date:** _____

Observer: _____ **Instructor:** _____

Rating Scale (Note: ratings based on expectations for first exposure to these ideas/role play scenario)

1 - Does not meet standard; 2- Meets standard; 3 - Exceeds standard

Skill or Task to be Evaluated	Rating/Comments
Demonstrated appropriate level of caring and empathy during assessment.	1....2....3 = <input type="checkbox"/>
Demonstration of confidence by asking directly and clearly questions related to suicide.	1....2....3 = <input type="checkbox"/>
Explored the strength of the client's intent	1....2....3 = <input type="checkbox"/>
Asked client if they had a plan	1....2....3 = <input type="checkbox"/>
Asked client if they had the means to complete the plan	1....2....3 = <input type="checkbox"/>
Explored client's ability to access dangerous means	1....2....3 = <input type="checkbox"/>
Asked client if they experienced previous attempts	1....2....3 = <input type="checkbox"/>
Explored future orientation	1....2....3 = <input type="checkbox"/>
Explored client support systems, strengths, etc.	
Provided psychoeducation about suicide, sadness, depression, and/or related issues	
Reviewed/assessed for other important risk factors	
Reviewed the necessity to breach confidentiality	

Discussed need to consult with supervisor or other clinician and/or family members or loved ones	
Client left with plan/ strategies for managing immediate challenges (who to go to, contract, affect management)	

Additional comments:

University of Vermont
Graduate Counseling Program
PRACTICUM LOG OF HOURS
EDCO 363 Counseling Practicum

Student Name: _____ Log # 1 Week (Date) _____ to (Date) 1/6/00

Mental Health Setting

Semester _____ Year _____ School Setting _____ Site Name _____
Site Name

Day	Direct Group	Direct Individual	Other Direct Service	Supervision Indirect	Seminar Indirect	Other Indirect Service	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Sat./Sun.							
Totals For This Week	Total Group	Total Direct Service (includes Group)	Total Indirect Service			Total Hours For This Week	
	0	0	0			0	

						Total Hours For This Semester
Group Hours Current Semester Totals	Previous Log Sheet Total	+	0	This Weeks Log		* Total Group Hours This Semester
Direct Service Current Semester Totals (includes Group)	Previous Log Sheet Total	+	0	This Weeks Log	= 0	* Total Direct Service Hours This Semester
Indirect Service Current Semester Totals	Previous Log Sheet Total	+	0	This Weeks Log	= 0	* Total Indirect Service Hours This Semester

Total Hours		+	<u>0</u>	=	<u>0</u>
Current Semester	Previous Log Sheet Total		This Weeks Log		* Total Hours This Semester

Box below indicates breakdown of both direct & indirect hours for **total** mental health **or** school practicum experience to date.

Previous Semester(s) ONLY (Mental Health or School) <i>Final Log Sheet Totals</i>	* Total For This Log Sheet	Total Hours-to-Date
Direct = <u>0</u>	Direct = <u>0</u>	Direct = <u>0</u>
Indirect = <u>0</u>	Indirect = <u>0</u>	Indirect = <u>0</u>
(Total Group = <u>0</u>)	(Total Group = <u>0</u>)	(Total Group = <u>0</u>)
Grand Total Semester Hours-To-Date (Direct and Indirect)		0

On-Site Supervisor's Initials

UVM Supervisor's Initials

Completed Originals must be turned in to the UVM supervisor at the end of each semester to be kept in student's permanent file.

* "Total For This Log Sheet" column totals are automatically entered from the "Total Hours For This Semester" Column Above.

Revised
9/10/2020

Practicum and Internship Accountability Form

Student Name: _____ • School Counseling Program • Clinical Mental Health Counseling Program

The Accountability Form is the official documentation of student practicum & internship hours. The original version of this form must be maintained in the Counseling Program Office.

	Practicum	Internship #1 Only	Internship #2 Only	Internship #3 Only (Not Required)	Total Accumulated Hours for ALL Semesters
Practicum/Internship Placement Site Name					
(Please print)					
On Site Supervisor's Name					
Start & End Dates of Experience					
# of Hours of Direct Service (including group work) ^{3 B} (Do not count group hours twice)	Direct Service Hours = 40	Direct Service Hours =	Direct Service Hours =	Direct Service Hours =	Total of All Direct Service Hours =
# Group Work Hours Only ²	Group Hours =	Group Hours =	Group Hours =	Group Hours =	Total All Group Hours =
# Hours of Indirect Service	Indirect Hours = 60	Indirect Hours =	Indirect Hours =	Indirect Hours =	Total All Indirect Hours =
Authorizing Signature of UVM Supervising Faculty					
Authorizing Signature of On-Site Supervisor					N/A
Student Signature - Attests to accuracy of this document					
	Practicum Total must equal 100 hours = 100	Internship #1 Total (This semester only) =	Internship #2 Total (This Semester Only) =	Internship #3 Total (This Semester Only) =	Total Accumulated Hours for all semesters =

EDCO 363 Counseling Practicum
CASE PRESENTATION GUIDELINES

This assignment requires a written handout and a presentation of a video-recording of the Practicum student's work with a school or a UVM student.

Case Presentation Handout: All Practicum students must be prepared to offer a case presentation that includes all of the information listed below. Case presentation handouts must be typed and not more than three pages in length. Students should print a copy of the case presentation for each student in the practicum seminar group.

Video Recording: Practicum students are required to provide a written and oral case presentation to the class. The written and oral presentation must address the items listed below. In addition, the presentation needs to include a 10-20 minute video segment of the practicum student's work with the helpee discussed in the case presentation. Segments of the video clip played in class should clearly demonstrate helping conversation dynamics (behaviors in the helping relationship, etc.) as well as the counseling conversation work facilitated by the Practicum student. These video clips should also demonstrate the appropriate usage of basic attending and intervention skills (such as reflection of feeling, open-ended questions, etc), as well as advanced level counseling skills such as appropriate use of immediacy, identification of patterns, reflection of meaning, or other appropriate theoretically based techniques.

CASE PRESENTATION:

1. Counselor's name
2. Student or client's first name and age
3. Grade level or year in school
4. Helping conversation session number
5. Presenting topic of discussion/conversation or issue being addressed.
6. Helpee's strengths
7. Diversity & social justice concerns
8. Conceptualization of issues
9. A brief narrative of what you have done to date and how the student or client has responded
10. Personalization issues
11. Anticipated outcomes (describe how you believe the student or client will or will not learn/change as a result of engaging in the work with you)



The University of Vermont
Counseling Program

PRACTICUM PLACEMENT CONTRACT

The following constitutes an agreement among the student, site-supervisor, and UVM faculty supervisor. This agreement specifies each person's responsibilities in fulfilling the Counseling Program on-site requirements of the Internship. This form is to be completed by the Site Supervisor and Practicum Student and submitted to the UVM School Counseling Coordinator with a copy of the Site Supervisor's credentials/resume. Original is kept in the student's permanent file.

PLEASE PRINT CLEARLY

Student Name:			
Student Home and/or Cell Phone:			
Placement Agency/School Name:			
Agency/School Phone:			
(If school, indicate elementary, middle or high school level.) Please check one.	ELEMENTARY <input type="checkbox"/>	MIDDLE <input type="checkbox"/>	HIGH SCHOOL <input type="checkbox"/>
Placement/Agency Mailing Address:			
Name of Agency Administrator/School Principal:			
Site-supervisor Name:			
Site-supervisor's licensure/certification Type and Number. (Resume*)			
Site-supervisor Day Phone:			
Site-supervisor E-Mail Address:			
APPROX # HOURS AT SITE PER WEEK:	YEAR	DATE FROM	DATE TO
SEMESTERS AT THIS SITE (PLEASE CHECK ALL THAT APPLY):	FALL <input type="checkbox"/>	SPRING <input type="checkbox"/>	SUMMER <input type="checkbox"/>
			ACADEMIC YEAR <input type="checkbox"/>
STUDENT RESPONSIBILITIES:			
I have read and accept the responsibilities and expectations as outlined in the Internship Handbook.			
Student Signature	Date	UVM Advisor Signature	Date
Site-supervisor Signature	Date	Agency Administrator/School Principal Signature	Date
* Please attach a current, short-form resume to be placed on permanent file in the Counseling Program, University of Vermont, 101A Mann Hall, 208 Colchester Avenue, Burlington, VT 05405-1757. PHONE: 802-656-3888, FAX: 802-656-3173, EMAIL: cslgprog@uvm.edu.			
Distribution: Original in Student's Permanent File, copies: UVM Faculty Supervisor, Site-supervisor, Student			
8/28/2018			

EDCO 363 Counseling Practicum
Client Information Sheet

Client Name: _____ **Age:** _____ **Grade:** _____

Parent Contact Information (if available):

Check that the following documents have been completed:

- Consent Form _____
- Assessment Information (Self-Portrait, KFD, genogram) _____
- Therapeutic Letter/Documentation (end of semester/work) _____

Presenting Concern:

Modality (for clients seen 4 times or more):

Goals (for clients seen 4 times or more):

Date: _____ **Session #:** _____

Presenting issue/concern addressed in this session:

Intervention used:

Assessment of intervention:

Plan for next week:

Date: _____ **Session #:** _____

Presenting issue/concern addressed in this session:

Intervention used:

Assessment of intervention:

Plan for next week:

EDCO 363 Counseling Practicum
Group Information

Group Name/Age or Grade of Participants:

Participants (include initials/age/grade...unless classroom):

Topic/Focus:

Group Goals:

Non-Caseload Contact List
EDCO 363

Week (date):

Non-Caseload individual contacts (include student/client initials and approximate amount of time and 1-3 word description of intervention):

Groups (include group name, group type, approx. number of students/clients in the group, and grade):

UVM Helping Conversations

Release of Confidential information and Permission to Record

As part of the UVM course (or program) in which you are enrolled, you have the opportunity to participate in helping conversations with a graduate level counseling program student who is enrolled in a Practicum course. The helping conversations will consist of 50- minute meetings during the semester (the specific number of sessions will depend on the requirements for your course or program). The purpose of the helping conversations is to guide you in exploring personal connections to the material within the course or generally be of support to you in discussing issues related to personal growth. In addition to the helping conversations, participating students may receive a summary letter from their Practicum student during the semester. The intent of these letters is to summarize themes of the work together.

The helping conversations will be held either in person in the Mann Hall Counseling Lab or remotely over the Microsoft Teams platform at times that will be arranged between you and your assigned Practicum graduate student. The decision as to whether to have sessions occur in person or virtually will depend on the preference of both helper and helpee (and existing UVM covid policies)

The helping conversations are confidential –with these exceptions:

1. The content of helping conversation will not be shared with the instructor of the UVM participating course or program that you are enrolled in. Instructors of the courses will be informed of attendance and communication dates only.
2. The helping conversations will be closely supervised by a Graduate Counseling Program faculty member assigned to the practicum student. This means that all conversations will be video recorded by the practicum student (using either the recording equipment in Mann Hall Counseling Lab or over the Microsoft Teams platform). The video recording is made solely for purposes of evaluating the practicum student's skills and the only ones who can have access to the video are the supervisor/instructor and the graduate students in the small practicum seminar (no more than 6 students). The supervisor and the practicum graduate students are ethically obligated to maintain confidentiality. Sharing of the video is for the purpose of providing the UVM graduate counseling program student with feedback on the development of their counseling skills. The helpee may ask the practicum student for the name of this faculty member and/or the students in the seminar.
3. At the end of the semester, the video recordings of the helping conversations will be deleted by the practicum student.
4. Any additional exceptions to confidentiality would pertain to the safety of the UVM helpee, others, and property –this harm exception will be discussed with the helpee during the first meeting with the practicum student. The other exception is in the event of a court ordered subpoena.
5. In the event that the helpee chooses to discuss issues that are associated with significant distress, or if the practicum student believes that the helpee is in need of or would likely benefit from additional counseling services, the practicum student will offer the helpee a referral to CAPS or other counseling services.

Consent for Participation in Helping Conversations & Release of Information

Initial: _____ I understand the nature of the helping conversations and consent to participation.

Initial: _____ I authorize the release of confidential video recordings of helping conversations between my UVM graduate counseling student counselor-in-training (practicum student) and myself to the supervising faculty in the Graduate Counseling Program at the University of Vermont. I understand that this release is made solely for the evaluation of the practicum student's skills, and the video material is to be viewed for that purpose by the Practicum student, their supervisor, and graduate counseling students attending class with my Practicum student. I understand that video recordings of the helping conversations that I have will be destroyed at the end of the semester.

- Initial: _____ I understand that I may revoke this consent at any time without consequence by submitting a written request to my Practicum student.

UVM Participating Student (Helpee) Name

UVM Participating (Helpee) Signature and Date

Practicum Student Name and Date

HELPING CONVERSATIONS INTAKE FORM

This confidential information is for use only by Counseling Program graduate students enrolled in the EDCO 363 Counseling Practicum course unless permitted by your signed release.

Demographic Information:

Today's Date: _____

Name: _____

Current Residence in VT? YES NO *(Please note that Practicum students are not allowed to provide tele-counseling to students currently living outside of Vermont. The conversation would need to stop here for any student living outside of Vermont.).*

Physical Address in VT: _____

VT County (if known): _____

Phone: () _____

Can I leave a message at this number? Yes No

Email address: _____ Private? Yes No

What is the best way to contact you to cancel or re-schedule an appointment?

Phone: _____ Email: _____

Age: _____ years

Year in school _____ Major _____

Class involved in participation of Helping Conversations: _____

Instructor: _____

Minimum Number of Helping Conversations Required/Desired?: _____

Social Identity Information (feel free to also discuss in relation to important others in your life; please feel free to only share information that you want with the counselor; any questions that you don't want to respond to can be skipped):

Gender Identity: (*examples are: male, female, transgender male/transman, transgender female/transwoman, genderqueer, intersex, questioning, cisgender*). What pronouns do you use?

Citizenship: (*examples are: US citizen, US permanent resident, International Student [indicate where]*)

Racial/Ethnic/Cultural identification: (*examples are African American, Asian American, Caucasian/European American, Latino/Latina, Native/Native American, Multi-ethnic/Multi-racial, [please specify]*)

Geographic Home Setting: (*examples are: rural, suburban, urban, from the South, Northeast, Midwest, West Coast, other*)

Socio-economic status of self/family: (*examples are working class, middle, upper-middle, upper; Has money been a stressor for you and/or your family? Have you had the resources you needed?*)

Religious or Spiritual Identity: (*examples are: Agnostic, Atheist, Buddhist, Catholic, Hindu, Jewish, Mormon/Latter-Day Saints, Muslim, Protestant, Sikhism, Unitarian Universalist, other Faith/Religious Tradition, no religious affiliation*)

Sexual Identity/Orientation: (*examples are: Bisexual, Gay, Heterosexual, Lesbian, Pansexual, Questioning, Asexual*)

Disability or Varying Ability Status (*examples are: physical disability, learning disability, ADHD, chronic medical issue, mental health issue*)

Relationship Status:

Substance Use:

If you use substances (such as alcohol, vaping, marijuana, etc.), to what extent do you feel that your use of substances has interfered with your relationships, academic work, or your general experience at UVM?

Is this an issue that you would like to get support for in the context of the Helping Conversations? YES NO

Focus of the work:

Does your course require a particular focus for the Helping Conversations? Yes No

If so, what is the topic you need to discuss?

Are there other topics you might want to discuss during your helping conversations? (*e.g., relationship issues, transition to college, academic or social stress, career exploration, fieldwork challenges, your social identities, something you are curious about, an area of your life that you would like to develop, etc.*):

What would you like to get out of your helping conversations?

For the counselor to note:

I have confirmed the Vermont residence of the helpee.

I have reviewed the consent form, including confidentiality and its limits, reporting law guidelines, and university policies and procedures around reporting (including Care Reports).

Session Rating Scale (SRS V.3.0)

Name: _____ Age (Years): _____
ID#: _____
Session # _____ Date: _____

Please rate today's session by placing a mark on the line nearest to the description that best fits your experience.

Relationship

I did not feel heard,
understood, and
respected.

I-----

I felt heard,
understood, and
respected.

Goals and Topics

We did *not* work on or
talk about what I
wanted to work on and
talk about.

I-----

We worked on and
talked about what I
wanted to work on and
talk about.

Approach or Method

The therapist's
approach is not a good
fit for me.

I-----

The therapist's
approach is a good fit
for me.

Overall

There was something
missing in the session
today.

I-----

Overall, today's
session was right for
me.

Institute for the Study of Therapeutic Change

www.talkingcure.com

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APPENDIX B: UVM & COMMUNITY RESOURCES INFORMATION

As a graduate counseling student engaging in helping conversations with other students, it is very important to be familiar with local and university resources.

One of the primary resources and/or referrals will be to UVM's [Counseling and Psychiatry Services \(CAPS\)](#). CAPS is the university's primary mental health care provider and offers supports and services such as Phone Triaging, Individual Counseling, Group Counseling, Psychiatry, Case Management, Referrals, Drop-In Consultations, and Mental Health Workshops.

See the following [link](#) for overall resources regarding Health & Wellbeing, Academic Support, International Students, Career Development, On-Campus Housing and Meals, Off-Campus Students, Student Involvement and Support, Recreation and Fitness, Operations, and Financial Services.

Additional resources like [Catamount Sport Psychology and Counseling](#) and [Student Legal Services](#) are also available.