



**Morgridge College  
of Education**

UNIVERSITY OF DENVER

## PRACTICUM & INTERNSHIP HANDBOOK

SchoolCounseling@Denver

Online Master of Arts & Certificate in School Counseling

Handbook Year 2024 – 2025

Department of Counseling Psychology

University of Denver

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### Notes

- 1. This document will frequently reference "School Counselor in Training." This will be abbreviated as SCiT as appropriate throughout the document.*
- 2. Students enrolled in the post-Masters certificate in School Counseling are not required to complete the Pre-Practicum experience or the Practicum course. All other pre-placement/planning processes will be modified, as appropriate, on a case-by-case basis to meet the needs of individual certificate students. All policies and expectations outlined in this document apply to certificate students unless otherwise indicated, in writing, by Program Leadership.*

## INTRODUCTION

This Handbook provides foundational information necessary for successful completion of the Practicum and Internship portions of the SchoolCounseling@Denver curriculum. Questions related to its contents should be directed to the SchoolCounseling@Denver Practicum & Internship Specialist ([contact information](#)).

### WORDS FROM THE FACULTY

Congratulations! You're ready to embark on the experiential portion of your degree requirements as a School Counselor in Training (SCiT)! This includes one quarter of practicum and two quarters of internship. Your practicum and internships promise to be some of the most exciting and challenging experiences of your time in this program, if not your life! These opportunities to begin applying what you've been studying to real-life situations will prove invaluable as you transition from student to professional.

This course sequence will provide you with the experiences and education recommended in the fourth edition of the *ASCA National Model: A Framework for School Counseling Programs*. We hope you keep in mind the ASCA themes of leadership, advocacy, collaboration, and systemic change in the work you do and we look forward to reflecting on how you are weaving these themes into your work as an SCiT.

There is a community of support here at the University of Denver to help you in this experience. In addition to receiving one hour of individual supervision by a certified/licensed school counselor at your placement site, you will also receive 100 minutes of group supervision from a faculty member at the University of Denver per week. Although getting the 700 hours of experience in the schools is important, the meaning that you are able to attach to these experiences is equally valuable. Therefore, we encourage you to push yourself. Ask your site supervisor questions, bring "ah ha" moments to share with the class, step out of your comfort zone, share your ideas with your peers. Remember that, while you may be the only SCiT at your site, you are a member of the SchoolCounseling@Denver community, and are joined by your peers and faculty in this experience. Support each other in your successes; support each other in your struggles; reach out when you need support.

In alignment with our Program's Mission, we hope that the P-12 school with which you work throughout your placement experiences will have the opportunity to see, through you, the next generation of school counselors as agents of change who embrace a holistic approach to meeting the academic, career, and social/emotional needs of students from diverse backgrounds. We look forward to supporting you throughout this experience and feel privileged by the opportunity to witness the incredible impact you will have on the P-12 students and community served by the schools.

Sincerely,

The SchoolCounseling@Denver Faculty and Staff

### PRACTICUM AND INTERNSHIP COURSE OBJECTIVES

Upon completion of each experiential course, students can expect to meet a set of objectives outlined in the respective course syllabus. These objectives were developed to adhere to the most recent guidelines outlined in the *ASCA School Counselor Professional Standards & Competencies*, *ASCA National Model*, and *CACREP Standards* to ensure School Counselors-in-Training are proficient in the knowledge, skills, and awareness necessary for competent school counseling.

## PLACEMENT OVERVIEW

### PRE-PRACTICUM COMPONENT

SchoolCounseling@Denver SCiTs are required to complete a pre-practicum shadowing experience before beginning the experiential coursework sequence. This shadowing experience will entail each SCiT spending one full working school day at a school site of their choosing. SCiTs are responsible for independently reaching out to school counselors in the local areas to arrange for this experience. SCiTs must inquire about any necessary background checks or other relevant clearances that need to be obtained before visiting the site.

During this experience, SCiTs will observe the day-to-day actions, roles, and responsibilities of a professional school counselor. SCiTs are not expected or encouraged to perform any direct/indirect services during the shadowing experience. Furthermore, all students are expected to maintain confidentiality throughout this experience in a way that is consistent with the expectations of the counseling discipline. Additional information can be found on the [SchoolCounseling@Denver Practicum & Internship Digitation](#) page. All SCiTs must complete, obtain the signature of the school counselor they shadow, and submit the [Pre-Practicum Shadowing Experience Verification Survey](#) by the deadline stated in the Practicum & Internship Orientation.

### PLACEMENT RESTRICTIONS

Various student statuses may restrict an individual's opportunity to begin placement. Permission may be granted in extenuating circumstances if it aligns with requirements set forth by the associated district in which the student will be placed. Students on Probation, with a cumulative GPA below 3.0, and/or on an active remediation plan must secure permission, in writing, from Program leadership before:

- a. enrolling in any courses within the experiential course sequence,
- b. beginning the placement process, or
- c. beginning any associated service at a placement site.

### INITIATING PLACEMENT

School Counselors in Training must engage in a series of steps to ensure a smooth process toward a timely start to the Practicum experience. Review each section below carefully to understand all placement expectations and requirements. All SCiTs expecting to start Practicum, according to their most recent coursework plan, will receive a welcome e-mail from the P&I Specialist three quarters before they are scheduled to start Practicum. This e-mail will contain information explaining the placement process, including the content explained below.

**Practicum & Internship Orientation:** This pre-recorded orientation provides an overview of the entire experiential component, including securing a placement, required documentation, and practicum and internship course requirements.

**Placement Intake Survey:** All SCiTs are required to complete the [Placement Intake Survey](#). This form requires SCiTs to provide specific information related to placement (e.g., current residential address, any conflicts of interest with potential sites) and upload a current resume. **Note that the Placement Team cannot begin any outreach to potential sites until this survey is completed.**

**Student Roundtable Discussion:** Students will have the chance to hear from former SchoolCounseling@Denver Practicum students share their experiences at their site and with the experiential course.

**Practicum & Internship Quiz:** Upon watching the Practicum & Internship Orientation, Placement Orientation, and Student Roundtable, the SCiTs will complete a [quiz](#) indicating their understanding of the content and program requirements.

**CAUTION:** SCiTs **may not** make a formal commitment to a site, and should avoid formal application, before engaging in the associated process with the Placement Team. A timeline is provided later in this document to illustrate the formal process. Contact the Practicum & Internship Specialist for special circumstances that may warrant an exception.

## PLACE OF EMPLOYMENT REFERRALS

In the interest of professional standards as well as practical considerations, *Place of Employment* (POE) placements will be critically reviewed and only approved on a case-by-case basis. Placement experience in the SCiT's places of employment may produce a conflict of obligations for the employer. Experiences in other settings will provide the SCiT with a broader exposure to the school counseling field, which is important in a training program. Again, exceptions will be granted only on the recommendation and approval from the Practicum & Internship Specialist via consultation with the Program Director, as needed. The SCiT must demonstrate that they will obtain new and relevant training at their current place of employment as well as appropriate supervision from someone *other than* their current professional supervisor. Also, it is important for SCiTs to keep in mind the program requirements and the reality of completing practicum and internship while also working part- or full-time at your place of employment. Please note, that applying for this exception does not guarantee it will be granted.

**Applying for a POE Placement:** School Counselors in Training interested in pursuing a POE placement must work with their Placement Specialist to learn about the process, complete the necessary paperwork, and complete the [Practicum & Internship Employed Placement Survey](#). All students pursuing a POE placement must ALSO complete the steps of the Referral Process, found below.

**POE Placement when employed less than 90 days:** Special circumstances apply to students seeking a POE placement if current employment has started no more than 90 days before the placement start date. If a SCiT has accepted a paid position/role that includes the supervision and activities necessary to fulfill the placement requirements and has done so no more than 90 days before their placement start date, they may use said role as their Placement site. SCiTs pursuing this option must notify the Practicum & Internship Specialist, in writing via email, as soon as possible. This notification must include the position description, the potential supervisor's name and contact information, and the formal start date of the paid position. Note that it is likely that your placement supervisor will be different than your formal position supervisor at your place of employment, based on the supervision requirements of the program. The Practicum & Internship Specialist retains the right to update this policy as needed to comply with accreditation requirements based on details of individual circumstances.

## REFERRAL PROCESS

As a graduate student and professional, you may already have a network within your community. This can serve as a valuable lead for Placement. SchoolCounseling@Denver provides students with the opportunity to submit referrals to the Placement Specialist, allowing you to submit potential sites in your area with whom you have connected. **SCiTs who have a specific interest, travel restriction, or schedule preference** are *strongly encouraged* to network in their community and submit qualified referrals that can accommodate these desires.

**School Counselors-in-Training are expected to submit one referral for a potential site.** The Placement Team will, separate from referrals, will also work to identify *one* qualified, faculty-approved, robust placement experience for each student. Should a SCiT choose not to complete their experiential component at the identified site, they will need to meet with the P&I Specialist to discuss their reasonings. The SCiT may be responsible for identifying a new qualified site. Note that this may delay the placement process.

Should the SCiT not be accepted at the identified site after the application/interview process, the SCiT will need to meet with the P&I Specialist to discuss their interview process and ways to be successful in future interviews. The Placement Specialist, in collaboration with the SCiT, will work to identify another qualified site. Should the SCiT not be accepted at a second site, the SCiT will be responsible for identifying a qualified site (through the referral process) and continuing to meet with the P&I Specialist to discuss areas for growth in professional engagements. Note that this may delay the placement process.

Please contact the P&I Specialist to receive a link to the Referral Survey. Upon completion of the referral survey, your Placement Specialist will contact the Referral Site to obtain supervisor credentials, paperwork, legal affiliation, and to ensure the site is qualified to host a SchoolCounseling@Denver student. Referrals are subject to approval from the Practicum & Internship Specialist.

## PRE-PLACEMENT DOCUMENTATION

Before beginning Practicum, SCiTs are required to submit the following three documents by the deadline stated in the Practicum & Internship Orientation:

1. American School Counselor Association (ASCA) Membership
2. Mandatory Reporter Training
3. Practicum & Internship Compliance Attestation

Details of each required Pre-Placement Document are provided below.

1. **American School Counselor Association (ASCA) Membership:** School Counselors in Training are required to obtain their own malpractice insurance during the supervised practicum and internship experience through membership with the [American School Counselor Association](#) (ASCA). School Counselors in Training must submit proof of ASCA Membership [SchoolCounseling@Denver Placement Documentation Submission survey](#) by the deadline stated in the Practicum & Internship Orientation. If the placement experience spans over one year, SCiTs will be required to resubmit updated proof of their ASCA membership. If a SCiT's ASCA membership has expired, they will not be allowed to go to their site or accrue any indirect or direct hours until they have renewed their membership and submitted the appropriate documentation. During an unpaid internship, SCiTs may be covered under the University's Workers' Compensation program if injured while performing the essential duties of the practicum or internship. The University's Enterprise Risk Management Office manages the University's Workers' Compensation Program. Please contact the Practicum & Internship Coordinator should an event occur.
2. **Mandatory Reporter Training:** School Counselors in Training are required, by the SchoolCounseling@Denver program (at minimum), to complete mandated reporter training. This can be done in one of two ways:
  - a. **Site-Required Training:** Many states/districts will require SCiTs to complete mandated reporter training provided by their state. Sites will often provide SCiTs with instructions to complete this training during the onboarding process.

- b. **No Site-Required Training:** If a SCiT is not required to complete mandated reporter training by their site/district, they must identify and pursue the appropriate training for their state via the [State Training Resources for Mandatory Reporters of Child Abuse and Neglect](#) website.

Once a SCiT has completed the appropriate training, they must submit proof of completion through the [SchoolCounseling@Denver Placement Documentation Submission survey](#) by the deadline stated in the Practicum & Internship Orientation. If your training will be completed closer to the start of Practicum and an extension is needed, please e-mail the P&I Coordinator with your expected date of completion.

3. **Practicum & Internship Compliance Attestation:** All SCiTs must complete this Attestation form before beginning their Practicum experience. Completing this form acknowledges that receipt of the Practicum & Internship Handbook and agreement to comply with requirements of the relevant district, state, and/or other relevant governing body in order to receive clearance to begin the practicum and/or internship experience. School Counselors in Training must download, complete, sign, and submit the P&I Compliance Attestation form through the [SchoolCounseling@Denver Placement Documentation Submission survey](#) by the deadline stated in the Practicum & Internship Orientation.

## COMPLETING HOURS BEFORE THE AUTUMN TERM

Many schools/districts begin their year before DU's Autumn term start date. To begin accruing hours before the start of the Autumn quarter, beginning in August through the Autumn quarter start date in September, SCiTs must meet the following criteria:

1. have an approved site and supervisor on file, as indicated through the "SchoolCounseling@Denver - Intern CONFIRMATION" email,
2. submitted all required pre-placement documents (i.e., proof of ASCA membership, P&I compliance form, Mandatory Reporter Training),
3. mutual agreement between SCiT and Site Supervisor to hold weekly, 1-hour supervision meetings, beginning the first week on-site, and
4. attendance at the P&I Open House & Supervision. This will be held in August and will consist of a refresher on program requirements and a discussion of pressing student cases and concerns.

## PARAMETERS OF EARLY START

Students are permitted to accrue hours before the start of the term within the parameters listed here.

- SCiTs may not accrue more than 25% of their total direct hours preceding the Autumn quarter. Maximum limits on direct hours accrued before the start of the Autumn quarter, as they relate to specific courses, are listed below.
  - Practicum: 10 hours
  - Internship: 30 hours
- SCiTs who meet the criteria and would like to start accruing hours before the Autumn quarter must complete the [SC@Denver Early Placement Start](#) survey no later than five business days before beginning the accrual of hours. SCiTs will receive an email confirming their eligibility to start early within five business days after submission. SCiTs may not begin to accrue direct hours before receiving the confirmation email.

SCiTs may not begin to accrue direct hours before receiving the confirmation email. Any hours accrued without approval cannot be counted toward the required hours for the placement experience and are done so at the risk of the student, outside of affiliation with the SchoolCounseling@Denver program.



## PRACTICUM EXPERIENCE OVERVIEW

The Practicum experience for the SchoolCounseling@Denver program at the University of Denver's Morgridge College of Education provides a supervised transition from an academic setting to the professional field of counseling and school counseling. The Practicum is scheduled in the Autumn Quarter and must be completed before moving on to Fieldwork or Internship I. The SchoolCounseling@Denver Placement Team will work with SCiTs to coordinate the practicum experience. Components of the practicum experience include:

1. enrollment in the 4-credit hour Practicum course,
2. supervised field experience alongside a practicing, appropriately licensed/certified, and experienced school counselor,
3. additional individual and group supervision sessions with a SchoolCounseling@Denver Practicum instructor via your synchronous class meetings, and
4. completion of all necessary documentation as described in detail below.

Information concerning the College's compliance with NC-SARA regulations may be obtained from the program's Practicum and Internship Specialist.

### THE PRACTICUM EXPERIENCE (AUTUMN QUARTER)

Practicum provides SchoolCounseling@Denver SCiTs with supervised field experience in professional school counseling and with direct experience in P-12 schools. The Practicum Experience is an introduction to the experiential component of the program, carrying fewer hours than the subsequent Internship I and Internship II courses.

Students are required to:

1. Complete a minimum of 100 hours of Practicum at an approved site within a 10-week quarter or about 10 hours a week. The 100 hours must include at least 40 hours of direct client/student contact with a minimum of 10 hours seeing clients/students individually.

**Direct client/student contact** includes individual and group counseling, academic planning/advising, career counseling, crisis intervention, assessment, phone consultation with family members/legal guardians/other staff personnel, workshop/presentation by the SCiT when there are students present, and classroom developmental guidance lessons.

**Indirect services** include completing session notes, observing/attending meetings at the site, attending professional development, and completing asynchronous content (e.g., readings, lectures) for the SCiT's enrolled experiential course. Note, that the expected range of indirect hours directly related to the experiential course is between 4-7 hours weekly, which includes attending the experiential live session. If you need to accrue more than seven (7) indirect hours from activities related to the experiential course, please reach out to your course instructor and site supervisor.

The SCiT **must** be working one-on-one with students for it to count toward the 10 hours of direct client/student contact.



Direct contact hours **DO NOT** include any indirect work with clients (e.g., observation; writing notes; staff meetings). More clarification on activities that counts towards direct or indirect hours can be found on the [P&I Digication page](#).

Note that if SCiTs do not complete a minimum of 90 hours of service, including 35 direct hours, during Practicum, will result in a delay in eligibility to enroll in Field Supervision and/or Internship I.

2. Record (audio or video) **at least** two individual counseling sessions. School Counselors in Training **must** present two recordings during the Practicum course or they will fail the course. Ideally these will be two different recordings, but a case-by-case discussion is up to the discretion of the course instructor and Practicum & Internship Specialist.
3. Receive an average of **one** hour of face-to-face individual on-site **supervision** per week with your on-site supervisor. Note that this could include 2 30-minute supervision sessions each week.

**Supervision** must be provided by a qualified supervisor. This individual must be a Master's-level school counselor who holds current relevant licensure/certification for the state in which they practice, at least two years of experience related to school counseling, and relevant training in counseling supervision. The supervisor is responsible for familiarity with and understanding of SchoolCounseling@Denver program expectations, requirements, and evaluation procedures, as presented within this and other relevant documents.

4. Complete **one** case report with corresponding case presentation.
5. Observe at least one group session at your site.
6. Attend and participate in weekly group supervision (i.e., enrolled experiential course) with a counselor education faculty member via attendance of your live class session through Zoom.

It is important for SCiTs to know that many of the class assignments (e.g., Evaluations, Hourly Logs, Learning Goals & Tasks) require involvement (e.g., evaluating, approval signatures) from their on-site supervisor. **It is the SCiT's responsibility** to ensure their documents are signed prior to the assignment deadline, outline in the course syllabus. If the SCiT is facing significant challenges obtaining the necessary components from their on-site supervisors, they are strongly encouraged to reach out to their course instructor. Incomplete assignments can potentially result in failing the experiential course, therefore delaying progression in the program and/or graduation.

## COMPLETING PRACTICUM HOURS AT ONE SITE

School Counselors in Training are required to accumulate the required 100 practicum hours at **one site**. Changes in Practicum sites will only be approved on a case-by-case basis and with the involvement of the Practicum & Internship Specialist and SchoolCounseling@Denver faculty, as needed. If a SCiT wants to change Practicum sites based on specific circumstances, they must refer to the **Change in Placement Site** section found later in this document, under **Practicum & Internship Policies, Procedures, & Documentation**. It is important to note that it can take anywhere from 4 – 8 weeks (or more) for a new placement site to be identified.

## INTERNSHIP EXPERIENCE OVERVIEW

Following successful completion of the 10-week Practicum and associated requirements, SCiTs will move into their Internship I and II experiences. The Internship component for the SchoolCounseling@Denver program in the Morgridge College of Education, University of Denver, is a fieldwork experience combined with two 4-credit courses that provides a supervised transition from an academic setting to the professional field of school counseling. The internship is typically completed across the Winter and Spring quarters (internship cannot be completed during the Summer quarter) and is coordinated by the SchoolCounseling@Denver Placement Team, Practicum & Internship Specialist, Practicum & Internship Coordinator, and an instructor from the SchoolCounseling@Denver program in collaboration with your On-Site Supervisor.

Components of the internship include:

1. enrollment in the 4-credit hour Internship I or Internship II course, as appropriate,
2. supervised experience in the field alongside a practicing, appropriately licensed/certified and experienced school counselor,
3. additional individual and group supervision sessions with a SchoolCounseling@Denver Internship instructor via your synchronous class meetings, and
4. completion of all necessary documentation as described in detail below.

### THE INTERNSHIP EXPERIENCE (WINTER & SPRING QUARTERS)

Internship provides SchoolCounseling@Denver SCiTs with supervised field experience in professional school counseling and with direct experience in the P-12 schools. The Internship Experience, carrying significantly greater service hours, provides a more intensive, hands-on experience for the SCiT, in preparation for the transition from student to professional school counselor. The Practicum is scheduled in the Autumn or Winter Quarters and must be completed before moving on to internship.

Students are required to:

1. Complete a minimum of 600 hours of Internship at **an approved site** within two 10-week quarters. It is recommended that SCiTs complete 300 hours each quarter, or about 30 hours per week. **The 600 hours must include at least 240 hours of direct client/student contact with a minimum of 50 hours seeing clients/students individually. If an SCiT does not accrue the required number of hours, as described in this document, they will not pass COUN 4920: Internship II and will not graduate from the School Counseling program.**
  - a. **Direct client/student contact** includes individual and group counseling, academic planning/advising, career counseling, crisis intervention, assessment, phone consultation with family members/legal guardians/other stakeholders, workshop/presentation by the SCiT when there are students present, and classroom developmental guidance lessons.
  - b. **Indirect services** include completing session notes, observing/attending meetings at site, attending professional development, and completing asynchronous content (e.g., readings, lectures for the SCiT's enrolled experiential course). Note, that the expected range of indirect hours directly related to the experiential course is between 4-7 hours weekly, which includes attending the experiential live session. If you need to accrue more than seven (7) indirect hours from activities related to the experiential course, please reach out to your course instructor and site supervisor.

- c. The SCiT **must** be working one-on-one with students for it to count toward the 50 hours of direct client/student contact. Direct contact hours **DO NOT** include any indirect work with clients (e.g., observation; writing notes; staff meetings). More clarification on activities that counts towards direct or indirect hours can be found on the [P&I Digication page](#).
- d. Notes related to the accrual of hours:
  - i. If an SCiT does not complete a minimum of 275 hours of service, including 110 direct hours, during **Internship I**, faculty will vote on eligibility to advance to Internship II. If it is decided that the SCiT is not eligible to advance, an incomplete will be awarded for Internship I until the 275/110 threshold is met, as long as the need for the incomplete aligns with DU's Incomplete Policy.
  - ii. During **Internship II**, faculty reserve the right to delay any SCiT's completion of the course based on accrual of hours. If it is decided that the SCiT is not positioned to complete the course within the typical time frame, faculty will work with the student to identify potential alternatives, including the possibility of issuing an "Incomplete" for the course until the required hours are completed. Accordingly, faculty will review the file of **any** SCiT who meets the criteria below.
    1. Week 5: The SCiT has not accrued at least 180 direct hours (with a minimum of 37 hours seeing clients/students individually) and at least 270 indirect hours by the end of week five.
    2. Between Weeks 5 and 10: The SCiT is exhibiting behavior and/or circumstances that may risk their ability to accrue the required remaining hours by the end of the quarter.
2. Record (audio or video) at least **two** individual counseling sessions each internship quarter, with appropriate written consent from the student and their parent/legal guardian. School Counselors in Training **must** present two separate recordings in each of their experiential courses or they will fail the course. Case-by-case discussion is up to the discretion of the course instructor and Practicum & Internship Specialist.
3. Receive an average of **one** hour of face-to-face individual on-site **supervision** per week with your on-site supervisor. Note that this could include 2 30-minute supervision sessions each week.
  - a. **Supervision** must be provided by a qualified supervisor. This individual must be a Master's-level school counselor who holds current relevant licensure/certification for the state in which they practice, at least two years of experience related to school counseling, and relevant training in counseling supervision.
  - b. The supervisor is responsible for familiarity with and understanding of SchoolCounseling@Denver program expectations, requirements, and evaluation procedures, as presented within this and other relevant documents.
  - c. Prior to approving the site, the Placement Specialist, in collaboration with the Practicum & Internship Specialist, will ensure these supervision opportunities are available at the placement site and appropriate for an internship student.
4. Complete **one** case report with corresponding case presentation per quarter.
5. Engage in group counseling sessions at your site, as described here:
  - a. (Co-)facilitate at least one counseling or psychoeducational group session, ideally during Internship I.
6. Attend and participate in weekly group supervision (i.e., enrolled experiential course) with a counselor education faculty member via attendance of your live class session through Zoom.

It is important for SCiTs to know that many of the class assignments (e.g., Evaluations, Hourly Logs, Learning Goals & Tasks) require involvement (e.g., evaluating, approval signatures) from their on-site supervisor. **It is the SCiT's responsibility** to ensure their documents are signed prior to the assignment deadline, outlined in the course syllabus. If the SCiT is facing significant challenges obtaining the necessary components from their on-site supervisors, they are strongly encouraged to reach out to their course instructor. Incomplete assignments can potentially result in failing the experiential course, therefore delaying progression in the program and/or graduation.

## COMPLETING INTERNSHIP HOURS AT ONE SITE

School Counselors in Training are encouraged to accumulate the required 600 internship hours at **one site, unless otherwise indicated by state licensure/certification requirements**. If a SCiT wants to change sites for any reason at any time they must refer to the **Initiating Change in Placement Site** section found later in this document, under **Practicum & Internship Policies, Procedures, & Documentation**. It is important to note that it can take anywhere from 4 – 8 weeks (or more) for a new placement site to be identified.

## FIELD SUPERVISION

In some cases, students may wish to complete Internship hours beyond the parameters of the quarter in which they are enrolled in the Internship I or II course. Generally, this will not be permitted due to the need for consistent group supervision, provided via the live session meetings for the courses within the Experiential Sequence (i.e., Practicum, Internship I, Internship II). However, students do have the option to enroll in COUN-4901: School Counseling Field Supervision (see program handbook for course description). Offered only during the Winter Interterm, which is the academic period between the Autumn and Winter quarters each year, this 1-credit supervision-based course will allow for accrual of Internship hours outside of the academic quarter.

Eligibility for enrollment in this course includes:

1. successful completion of all required practicum hours and a passing grade in COUN-4900,
2. plans to continue accruing hours at your current site and,
3. completion of the [Field Supervision Intent Survey](#)

## PRACTICUM & INTERNSHIP POLICIES & PROCEDURES

While the Practicum and Internship courses and experiences are distinct from one another, many policies, procedures, forms, and other documents are similar in nature. This section will provide information that will be important for you to successfully navigate the breadth of your experiential courses and experiences.

### CHANGE IN PLACEMENT SITE

Changes in placement sites may occur for different reasons. The primary reasons and associated processes are listed below.

1. **Changes based on extenuating circumstances.** This type of change can be initiated at any time and will only be approved on a case-by-case basis with the involvement of Course Instructor, P&I Specialist and/or Program Director. If a SCiT wants to change sites based on specific circumstances, they must follow the procedure outlined below:
  - a. Discuss the situation with the Course Instructor and P&I Specialist as soon as possible.
  - b. Wait for a program leadership decision before any new site is contacted. It is very important that these steps be followed to ensure that both students and sites have the best experience possible.
  - c. Practicum & Internship Specialist will communicate with the SCiT and the Placement Team about the status of the requested change.
2. **Changes based on removal from site.** Should a SCiT be asked to leave a site at any point of the experiential component, the faculty will review the circumstances surrounding the removal to determine any program remedial actions.
3. **Changes based on faculty removal from site.** Should a SCiT display behavior that does not adhere to the Professional Dispositions, including relevant ethical standards within the discipline, or is not up to date on their required documentation (e.g., ASCA membership), the faculty will review the circumstances to decide if the SCiT should be removed from their site. This decision may result in additional program remedial action and a potential delay in graduation.
4. **Changes based on delay in start date.** It is the SCiT's responsibility to inform their experiential course instructor **and** the Practicum & Internship Specialist of any delays in their placement start date. If the SCiT notifies their experiential course instructor **and** the Practicum & Internship Specialist that they have not begun accruing hours with the school (e.g., on-site or virtually, per the setting of the site) by the end of the first week of the relevant quarter, the SCiT may request that the Placement Specialist begin to locate a replacement site. Note that the SCiT is expected to continue pursuing placement activities with the original site, but the Placement Specialist will begin gathering other options in the case that the original site does not meet the needs of the SCiT.
5. **Changes based on faculty pausing placement process.** Should a SCiT display behavior that does not adhere to the Professional Dispositions, the faculty will review the circumstances to decide if the SCiT should pause the start of their experiential component. This decision may result in additional program remedial action and a potential delay in graduation.
6. **Intentional site change** (for Internship I & II ONLY). This type of change is not based on extenuating circumstances. Again, students are encouraged to stay in the same site for their entire placement experience. However, if a SCiT would like to change placement sites between quarters for academic or licensure purposes, they must follow the procedure outlined below:
  - a. The change must be initiated no later than week 3 of the quarter prior to the quarter in which the change will become effective.
  - b. To initiate the change, the SCiT must email the Practicum & Internship Specialist, articulating the intent to change sites. SCiTs are encouraged to have another qualified site in mind prior to initiating a change in sites. If a SCiT has another potential site, they will need to submit a

placement referral so that the Placement Team can begin the placement process.

Note that it can take anywhere from 4 – 8 weeks (or more) for a new placement site to be identified.

Changes in sites will only be approved on a case-by-case basis in extenuating circumstances and with the involvement of the Practicum & Internship Specialist and SchoolCounseling@Denver faculty.

## BASIC ROLES WITHIN THE PLACEMENT PROCESS

- **Practicum & Internship Specialist:** The Practicum & Internship Specialist is a SchoolCounseling@Denver faculty member. They will be in communication with all instructors teaching Practicum, Internship I, and Internship II for updated information regarding sites. They will also provide tertiary support to students throughout the initial stages of the placement process but will be the primary contact for SCiTs on-site supervisors, and course instructors after student placement assignments have been finalized.
- **Practicum & Internship Coordinator:** The Practicum & Internship Coordinator is a dedicated staff member who works alongside the Practicum & Internship Specialist, providing administrative support throughout the placement process and field experience. This can include student outreach regarding missing or incomplete documentation (e.g., pre-placement, evaluations, hourly logs, expectation surveys).
- **Course Instructor:** The Course Instructor will be the contact for SCiTs and On-Site supervisors for any specific course-related questions regarding the Practicum and Internship courses.
- **Placement Specialist:** The Placement Specialist works to support SCiTs throughout the Placement Process, identifies one qualified site for SCiTs, and/or partners with students who are submitting referrals. SCiTs will work with the Placement Specialist from the beginning of the Placement Process until a student is “confirmed” in a Placement. If at any time students have questions about their placement process, they can email the general placement inbox at [placement@morgridgeonline.du.edu](mailto:placement@morgridgeonline.du.edu). *Please expect a response in 1-2 business days.*
- **On-Site Supervisor:** The On-Site Supervisor works for the school in which the SCiT is completing placement and is responsible for the day-to-day supervision of the SCiT. They are responsible for supervising and supporting the SCiT during the practicum and internship experience. On-Site Supervisors also provide evaluations of the SCiT’s practicum and internship growth, learning, and overall performance.

## EMERGENCY ESCALATION PROCESS

When a School Counselor-in-Training (SCiT) is engaging with a student at their placement who may be experiencing a crisis and may be an immediate danger to themselves or others, it is expected that SCiTs engage with the appropriate hierarchy of support to receive adequate guidance and oversight when addressing this type of crisis. This can include contacting your site supervisor, school administrator, or district mental health team members, **as dictated by district protocol**. Each student is responsible for full awareness of emergency escalation processes at their assigned placement site/district. The process articulated herein serves to supplement those in place at your specific site.

*Note: In crisis, and all, situations, we encourage students to be culturally responsive and sensitive to relationships between historically oppressed student populations (e.g., Black and Brown students, LGBTQ+ students) and*



*sociopolitical systems in your geographic area. Adhering to the hierarchy described herein can help to acknowledge these structures.*

In the case that a SCiT cannot reach the appropriate site staff members after multiple attempts, the SCiT may call program faculty for guidance. Note that calling program faculty is for ***immediate, time-sensitive emergencies***. The expectation is that these emergencies will not take place outside of your assigned hours at your site, with a margin of approximately one hour, except in extenuating circumstances. Calling program faculty for non-emergencies may result in program remedial action. If you are unsure, however, err on the side of caution, and call us.

When it is determined that a SCiT must call a program faculty member, they must do so in the sequential order listed below. If a SCiT is unable to get ahold of a faculty member at any step in the structure below, please proceed to the individual in the next step listed. School Counselors-in-training may access the contact information for the individuals below by logging into the [Escalation Process](#) section of the P&I Digation Page. Note, program faculty contact information ***may not be shared***.

#### Emergency Contact Structure

1. **Experiential Course Lead:** Dr. Lindsay Harman
2. **Program Director:** If you cannot get in contact with the Experiential Course Lead, as listed above, contact the Program Director, Dr. Jillian Blueford, directly.

If SCiTs are unable to reach any of the individuals listed above, or in the event the crisis takes place well beyond the SCiT's assigned hours, they are encouraged to reach out to local law enforcement (LE) or crisis management teams to address the safety needs of the student(s) involved. When contacting these entities, LE should be considered a last resort after the SCiT has exhausted all other options, **as dictated by district protocol**.

Please note that any guidance or consultation program faculty provide should not override site or school district policy or processes. When considering the most appropriate response to a student's crisis, you are strongly encouraged to utilize a culturally sensitive ethical decision-making model (e.g., Stone, 2013) to consider all available options, as outline below:

1. **Identify Potential Cultural, Religious, and Worldview Factors:** Recognize any cultural, religious, and worldview factors, as well as power dynamics that might influence the ethical dilemma.
2. **Define the Ethical Dilemma:** Clearly articulate what the ethical dilemma is.
3. **Consider the Student's Chronological Age and Developmental Level:** Take into account the age and developmental stage of the student involved in the dilemma.
4. **Apply Ethical Principles:** Use the following ethical principles to guide decision-making:
  - **Beneficence:** Promote mental health and well-being for the good of the individual and society.
  - **Autonomy:** Foster the individual's right to control the direction of their life.
  - **Nonmaleficence:** Avoid actions that cause harm.
  - **Justice:** Treat individuals equitably and foster fairness and equality.
  - **Fidelity:** Honor commitments and keep promises, including fulfilling professional trust responsibilities.
  - **Veracity:** Deal truthfully with individuals in professional interactions.
5. **Apply the ASCA Ethical Standards and Relevant Policies:** Utilize the American School Counselor Association's Ethical Standards for School Counselors and adhere to relevant district policies and procedures.



6. **Consult with Professionals:** Seek advice from supervisors, student service professionals, school counseling peers, and cultural experts.
7. **Consider Parental/Guardian and Student Rights:** Reflect on the rights of parents/guardians and students in the decision-making process.
8. **Determine Potential Courses of Action and Consequences:** Identify possible actions to address the dilemma and consider the potential outcomes of each.
9. **Evaluate the Selected Action:** Assess the chosen course of action to determine its appropriateness and potential impact.
10. **Implement the Course of Action and Analyze the Outcome:** Execute the selected action and evaluate the results.
11. **Identify any Inconsistencies in School/District Policy:** Look for and note any inconsistencies or areas for improvement in school or district policies that the dilemma may highlight.

## GENERAL PLACEMENT POLICIES

As acknowledged in the SCiT's Intent to Enroll (ITE) Form, a variety of Placement-related policies exist to ensure a productive, effective, timely, and quality placement experience.

- **Communication Expectations:** Throughout the placement process, SCiTs will have ongoing communications with the Placement Team, comprised of the P&I Coordinator, P&I Specialist, and the Placement Specialist. SCiT's professionalism and patience is requested while the Placement Team explores appropriate placement sites. Please allow at least two business days for the Placement Team to respond to your outreach. Please monitor your University of Denver email account and provide timely responses to the Placement Team in order to continue moving forward in the placement process. It is imperative that SCiTs check their University of Denver email and respond to placement-related communications within three business days. SCiTs are expected to use their University of Denver email address, as opposed to a personal email address, in all communications related to the placement process or the role of a student (e.g., when communicating with potential personnel at your placement site and/or Program faculty and staff. Failure to provide timely responses may result in a delay in the placement process and/or graduation.
- **Travel Distance:** The University of Denver values clinical placements as an integral part of the program experience and will make every reasonable attempt to place SCiTs as close to their preferred placement address as possible. However, if there are insufficient resources for sites in your area, SCiTs may need to travel (at the SCiT's expense) to complete the required placement experience. All travel to and from placement locations, including but not limited to transportation and lodging, are at the SCiT's expense. SCiTs may not reject an approved placement within the established 75-mile radius, solely on the basis of site distance or required travel time. Rejecting a site based on distance will move the SCiT to a "Referrals-Based" Placement Process, in which the SCiT will be not receive an additional placement opportunity from the Placement Team and will be required to identify their placement site through the Referral Process described earlier in this document.
- **Relocation Notification:** SchoolCounseling@Denver understands that SCiTs may need to relocate while they are in the program, for reasons unrelated to the program. If relocation occurs prior to or during placement terms and SCiTs have no additional coursework to complete, SCiTs may need to take a leave of absence from the program until the placement team is able to secure a placement in the new preferred placement area. **To minimize disruption of the SCiT's program of study, the SCiT must provide a minimum of 1 full term (10+ weeks) of written notice prior to**

**relocation.** Placement is not guaranteed for SCiTs who do not adhere to the foregoing requirements. This also includes making sure that the Office of the Registrar has the most up-to-date residential address.

- **Late Placement Expectations:** A variety of circumstances may impact the Placement Team’s ability to place a student on time, including regional limitations, state regulations, student relocation, delayed or lack of communication with the Placement Team, student background check issues, and supervisor or site availability. If SCiTs are not placed by DU’s Add/Drop Deadline, according to DU’s academic calendar, we may ask students to decelerate their plan of study. In some cases, SCiTs may need to travel additional distances (beyond the 75-mile radius) to fulfill placement requirements. It is the SCiT’s responsibility to inform their experiential course instructor and the Practicum & Internship Specialist of any delays in their placement start date.
- **Scheduling:** The placement portion of the program is a full-time commitment and SCiTs should expect to spend 100 hours in one practicum and 600 hours in two internships. We are unable to arrange for placement schedules that are exclusively during evening/weekend hours. The SCiT is required to make personal scheduling adjustments as needed to be in accordance with your placement supervisor's schedule to ensure completion of placement hours, supervision, and other responsibilities. Absences from your responsibilities can disrupt this schedule and ultimately impact your ability to complete course and/or program requirements on time. Note that DU’s academic calendar may not align with the SCiT’s site calendar. It is the SCiT’s responsibility to identify their site’s calendar, including holidays, and plan to accrue the required hours within DU’s 10-week quarters.
- **Background Checks & Other Clearances:** SCiTs are required to complete new student health requirements specifically related to local state law and University of Denver, field placement health clearances, and a background check. If you fail to complete or maintain all clearances, you will be unable to continue in the program until you are fully compliant. In some cases, SCiTs may be required to obtain multiple background checks and/or state specific clearances during their master’s degree studies. Note that all background checks and clearance items are the SCiT’s obligation to obtain and financial responsibility. Once a placement has been secured, it is the responsibility of the SCiT to inquire about necessary background checks or clearances from their On-Site Supervisor and/or the site’s school district.

## DOCUMENTS &amp; FORMS

A variety of documents and forms support the practicum and internship processes. Details of each document and form are articulated below. Note that all documents and forms listed in this section can be found on the [SchoolCounseling@Denver Practicum & Internship Website](#). Explicit completion instructions are included within each individual file or link, as needed. **Please note that all students should retain their completed documents (i.e., hourly logs, student evaluations) as they may be needed for documentation related to state licensure and/or certification.**

- **On-Site Supervisor Memorandum:** The Memorandum is an introduction to the Practicum or Internship Experience. This [downloadable document](#) is intended for the On-Site Supervisor, from the Program Director. A slightly different Memorandum exists for each experience (i.e., practicum, internship).
  - On-Site Supervisor Memorandum – Practicum
  - On-Site Supervisor Memorandum – Internship
- **On-Site Supervision Expectations Survey:** The **online form** (linked below) is intended to assist the on-site supervisor, SCiT, and University in delineating responsibilities and accessing relevant documents and forms. The responses to this survey will address issues of time commitment, specific duties and expectations of the SCiT, the functions of the On-Site Supervisor, the site itself, and the associated course instructor. Please note, the purpose of this survey is to be clear about roles and responsibilities and is not a legally binding document. A slightly different document exists for each experience (i.e., practicum; internship).
  - [On-Site Supervision Expectations Survey – Practicum](#)
  - [On-Site Supervision Expectations Survey – Internship](#)
- **Practicum & Internship Hourly Log:** This **online form** will serve as an official record for students to track their hours for both practicum and internship every week. The Site Supervisor will be required to approve and review the hourly logs submitted by SCiTs during week five and week ten. This will take place via Qualtrics. Approval and signatures from the SCiT and On-site Supervisor are required for program and accreditation requirements. Note that a spreadsheet template is available on the DigiCation website for students to use to track their hours daily. This is provided for convenience only and is not required by the program. However, SCiTs are responsible for tracking their daily hours through some tracking system (e.g., planner, online calendar). Note that the Program leadership may also request to review SCiT's daily hours for any inconsistencies or anomalies.
- **Practicum & Internship Evaluation of Student Performance:** This **online form** is a formal evaluation of student performance takes place at both the middle and end of each quarter.
- **Consent Form for Student/Client Recording at Practicum/Internship Site:** This **downloadable form** is to be used by SCiTs) to acquire consent for audio/video recording of interactions with students at their placement site. In the case that the placement site has their own consent form related to audio/video recording, that form should be used in lieu of this document. Note that the completed Consent Form is the property of the placement site and will not be removed from the site.
- **Placement Documentation Submission:** This **online form** is to be used by SCiTs to upload all required documents prior to beginning Practicum and throughout the experiential component.

- **Early Placement Start Survey:** This [online form](#) is to be used by SCiTs who wish to begin their Practicum or Internship prior to the start of the Autumn quarter. A confirmation email will be sent once the request has been approved.
- **Practicum & Internship Employed Placement Survey:** This [online form](#) is for SCiTs who will be employed at the site they are fulfilling their practicum and/or internship.
- **Placement Intake Form:** This [online form](#) will be completed by all SCiTs at the beginning of the placement process to identify a suitable site.
- **Field Supervision Intent Survey:** This [online form](#) will be completed by all SCiTs to indicate their intent in enrolling in the COUN 4901: School Counseling Field Supervision course during the Winter Interterm.
- **Progress Note Template:** This [downloadable form](#) is to be used by SCiTs after their interactions with student(s) to document the services provided. In the case that the placement site has their own mechanism for documenting student interactions, that process should be used in lieu of this document. Note that the completed session note is the property of the placement site and will not be removed from the site.
- **Site Evaluation:** The End of Term Evaluation will be used by the student to evaluate the site and site supervisor at the end of each term during which the SCiT is enrolled in experiential courses. This [online form](#) will be included in the applicable End of Term survey students receive at the end of every quarter. This survey will be completed by the SCiT and the data will be available to the program administration.

## GLOSSARY OF TERMS

1. **SCiT (School Counselor in Training):** Refers to students enrolled in the SchoolCounseling@Denver program who are in the process of completing their practicum and internship requirements.
2. **Practicum:** A supervised practical application of previously studied theory of school counseling, completed over one quarter, involving both direct and indirect client/student services.
3. **Internship:** A fieldwork experience spread across two quarters (Internship I and Internship II), providing a supervised transition from academic learning to professional school counseling practice.
4. **Direct Client/Student Contact:** Includes face-to-face interactions with students involving counseling, academic planning, crisis intervention, and other related activities that directly engage the SCiT with students.
5. **Indirect Services:** Activities related to the SCiT's role that do not involve direct interaction with students, such as completing session notes, attending meetings, and engaging in professional development.
6. **On-Site Supervisor:** A licensed or certified school counselor responsible for the direct supervision of the SCiT at the placement site.
7. **P&I Specialist (Practicum & Internship Specialist):** A faculty member responsible for overseeing the practicum and internship experiences, ensuring they meet the program and accreditation requirements.
8. **Placement Specialist:** A staff member who assists SCiTs in finding suitable practicum and internship sites and manages the placement process.
9. **Field Supervision:** Optional additional supervision available to students completing internship hours beyond the regular academic quarter, conducted during the Winter Interterm.
10. **ASCA Membership:** A requirement for SCiTs to have malpractice insurance through the American School Counselor Association during their practicum and internship.
11. **Mandatory Reporter Training:** Training required for SCiTs to understand and fulfill their legal obligations to report any suspicions of child abuse or neglect.
12. **Pre-Placement Documentation:** Documents that SCiTs must submit prior to beginning their practicum, including proof of ASCA membership, Mandatory Reporter Training completion, and a compliance attestation form.
13. **Practicum & Internship Compliance Attestation:** A form SCiTs must complete and sign to verify their understanding and compliance with the practicum and internship guidelines and requirements.
14. **Early Placement Start:** A provision allowing SCiTs to begin accruing practicum or internship hours before the official start of the academic term, under certain conditions.
15. **Referral Process:** A method for SCiTs to suggest potential practicum or internship sites based on their professional network or personal connections.