Professional School Counseling Program

Practicum and Internship Manual

Counselor Education Program

University of South Alabama

Introduction

This document provides the Professional School Counseling Program a description of all important aspects of the requirements and expectations associated with practicum and internship experiences. It is intended to serve as a reference and guide for students, faculty and field supervisors.

MISSION STATEMENT

The mission of the counselor education program is to prepare intellectually informed, interpersonally skilled, and culturally competent professional counselors who promote and provide services that meet proactively and reactively the needs of youth, adults and communities by effectively employing the best practices of the counseling profession. The USA Counselor Education Program is committed to creating a community of learners with perspectives and values that reflect the diversity of the world. We affirm the concept of diversity encompassing and emphasizing both acceptance and respect. We believe embracing diversity requires moving beyond recognition and tolerance to a position of valuing pluralism and celebrating differences. Diversity, pluralism and social justice are foundational constructs that extend throughout our programs to form a keystone of our graduate program. We believe it is our responsibility to provide an educational and professional training environment that supports diverse perspectives and voices in the pursuit of intellectual inquiry. Thus, we are committed to recruiting and educating a diverse student community of scholars. Beyond recruitment, our social justice framework is built in part on a foundational commitment to secure and nurture practicum and internship settings that will provide our students multicultural clinical experiences, thereby enabling students to broaden the base and practicality of their cultural counseling skills.

Collectively, the Counselor Education Program faculty is committed to educating graduate students to become professional school counselors who can enrich the lives of students in the Greater Gulf Coast region and throughout the nation. Our goal is to educate and prepare students to become self-reflective, competent, ethical, data-driven, culturally responsive, and passionate school counselors. Our graduates are expected to act as collaborative school leaders who serve to enhance the educational and career opportunities for all students. We are committed to preparing our students through a comprehensive developmental model consistent with standards advanced by the American School Counselor Association (www.schoolcounselor.org), the Transforming School Counseling Initiative (www2.edtrust.org/edtrust/), and the Alabama State Department of Education (www.alsde.edu).

PROGRAM GOALS

The USA Professional School Counseling Program prepares students to:

1. Develop and demonstrate knowledge of the foundations of school counseling including history, current trends/issues, roles, functions, professional identity, leadership and advocacy strategies, and related laws and legislation agenda at all levels of governing.

2. Demonstrate knowledge of the process-outcome relationships inherent in the work of a professional school counselor, as described in the model framework of the American School Counselors Association's (ASCA) National Standards (academic development, career development, and personal/social development).

3. Make effective use of technology routinely employed in the work of a professional school counselor, especially software and programs related to instruction, assessment, and exploration (e.g., career information).

4. Demonstrate cultural sensitivity, competency, and responsiveness in their work.

5. Demonstrate the ability to develop, implement, and evaluate a comprehensive, data-driven school counseling program that reflects the content and processes highlighted in the ASCA National Model.

6. Demonstrate effective and meaningful individual counseling, and group work (including task groups and psycho-educational groups structured to facilitate the achievement of classroom guidance goals.

7. Demonstrate appraisal skills, specifically including the selection, results analysis and interpretation of a wide variety of assessment instruments with all appropriate personnel (students, parents, teachers, administrators).

PURPOSE OF PRACTICUM and INTERNSHIP

The Practicum and Internship experiences are designed to satisfy requirements for professional training as stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards. There is a fundamental difference in emphasis between the Practicum and the Internship. The Practicum stresses counseling skills. Individual and small group counseling activities should be the student's primary focus while on site. The Internship is intended to provide students with a broad-based practical experience in school settings. This experience is designed to have interns relate academic and theoretical learning to field experience.

Interns are expected to assume a broad spectrum of counseling roles and functions. The intern is asked to participate in as many activities as feasible in the settings that are similar to the responsibilities of an employed counselor. The Internship also provides students with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. Since interns have previously received training in counseling, the staff and the clientele at the placement site should benefit from the services.

An Experiential Portfolio:
Student's Documentary Record of Practicum and Internship

All school counselors, including those in training to become professionals, are expected to maintain several types of important student records, including cumulative performance records, and also appropriate confidential, counseling records. School counselors have accrued a long professional history of service as key record-keepers for educational institutions, pertaining not only to the information associated with student academic performance, but also with confidential behavioral records. That service continues to be important for students, teachers, and parents. In addition to carrying out responsibilities associated with traditional record-keeping, graduate students in practicum and internship will also be expected to maintain records of their own specific cumulative experiences in a number of categories, including types of counseling services provided (i.e., curriculum-based instruction, small group leadership, crisis intervention, parental involvement, assessment, indirect service, and other key categories as determined in accord with university-based supervisors and school-based supervisors). This latter set of required data will serve as a key baseline for the counseling supervision provided practicum and intern students by counseling supervisors on-site and at the University. In addition, this record of participation will enable students to submit accurate records to licensing and certification agencies and associations.

PREREQUISITES

Practicum: The following prerequisite courses must be completed "before" Practicum.

CED 565	Foundations of Professional School Counseling	3 credits
CED 566	Multicultural Counseling	3 credits
CED 572	Principles and Theories of Counseling	3 credits
CED 574	Group Counseling and Group Guidance Procedures	3 credits
CED 584	Seminar in Ethical and Legal Issues in Counseling	3 credits
CED 586	Analysis of Counseling Processes	3 credits
EPY 555	Tests, Measurement and Evaluation	3 credits

Internship:

The following prerequisite course must be completed "before internship application" with a grade of "B" or higher.

CED 576	Supervised Practicum in School Counseling	3 credits

All students are also required to take and provide written documentation on passing the ***Praxis II: Professional School Counseling*** before being admitted to Internship. Some students, depending on prior certification, may also be required to pass the **Basic Skills Assessments**.

Test Name and Code:
Professional School Counseling (5421)

Questions, Length of Test:
120 questions, two hours

Major Content Areas Covered and Approximate Percentage of Questions in Each Area:
Foundations (18%)
Delivery of Services (45%)
Management (15%)
Accountability (22%)

Please visit the following website for more information: http://www.ets.org/praxis/about/praxisii

Applications

School Counseling students are required to complete an ***Application for Practicum and Internship*** which must be approved by Dr. Amy Upton, Coordinator of the Professional School Counseling Program, before registering for either clinical experience.

Practicum (3 credit hours) is required to be completed during the spring semester.

Internship requirements (6 credit hours) can be fulfilled over 2 semesters, typically required to be completed over the Fall and Spring semesters following after the practicum experience prerequisite is successfully met.

Application Deadlines:
Practicum – December 1 Internship – April 1

All students are ***required*** to have professional ***student liability insurance*** when enrolled in Practicum and/or Internship courses. Professional insurance provided by the American Counseling Association and/or the American School Counselors Association adequately meets our program requirements. Students should visit the web page of the above organizations to learn how liability insurance may be obtained.

SITE PLACEMENT CRITERIA

The University of South Alabama's Professional School Counseling program is dedicated to preparing professional school counselors who are self-reflective, competent, ethical, data-driven, culturally responsive, and passionate. In line with this dedication, **placements will be approved only where the site, and the primary on-site supervisor reflect the mission of the program**.

Aligned with CACREP requirements, our program requires the following of site supervisors:

- Master's degree in counseling with a school counseling emphasis
- Certification as a school counselor
- Two years of experience in current assignment
- Active/Involved with professional associations

In order to work with a school counselor who is not currently on the approved list, students will need to request that he/she apply to become an approved site supervisor. Application forms are included in this handbook. This application needs to be submitted to the Professional School Counseling Program Coordinator for approval by the Counselor Education Program faculty. If this application is approved, a notification of acceptance will be sent directly to the school counselor. The Coordinator will talk with each on-site supervisor at the beginning and at the end of each semester of the student's placement in their site.

USA students will also be responsible for communicating Counselor Education Program expectations and requirements (application procedures, assignments, taping of sessions, etc.) to the site supervisor. The steps suggested as a means of assuring Practicum and Internship course expectations are communicated properly, are included in this handbook. However, the student's job is to discuss fully all program expectations with the site supervisor. Specific objectives for the on-site experience should be outlined and affirmed as acceptable by the student, supervisor and the program coordinator. Students should be prepared to work on a number of objectives during clinical training.

As a professional courtesy, students should also provide the site supervisor with a schedule of the beginning and ending dates of the Practicum/Internship as well as dates (holiday and the like) when USA students would not expected to be present at the site, unless stipulated before the beginning of the on-site experience. In addition, students should submit a planned weekly schedule to the site supervisor, and updated as necessary.

During the semester, the university supervisor may meet on-site with you and your site supervisor. During such visitations, the university supervisor will discuss your progress, course expectations, and performance issues, if any, with the on-site supervisor. The University supervisor may also wish to observe you conducting one or more counseling sessions, if observation is possible.

Students must meet a minimum of one hour per week with their site supervisor. The content of these sessions is determined jointly by the student and the site supervisor. The format of supervision will vary; some site supervisors will wish to review taped critiques in addition to the university supervisor's review, while others may wish simply to consult directly with the student counselor. In any case, students have the responsibility of ensuring that do their part in meeting on-site expectations to the point that they receive the best possible supervision. If concerns arise, students should first talk with the site supervisor. However, if problems persist, students should relate such concerns to the university supervisor.

Evaluation forms outlining the program's counseling expectations should be distributed to the on-site supervisors at the first of the semester, and then completed by the site supervisor at the end of the semester, and discussed with the practicum and/or internship student.

General Requirements
Practicum

The Practicum experience is supervised by the university instructor and the on-site Professional School Counselor. Students enrolled in the Practicum are required to accumulate a minimum of 100 clock hours. Of these 100 hours, a minimum of 40 hours must be in direct service work with students appropriate to one's Program of Study. Emphasis is placed on developing individual and group interaction skills. The Practicum student is to have (a minimum of one hour per week in supervision with the site supervisor, one and one-half hours per week in group supervision, (and if required, one hour of supervision per week with a program faculty member or doctoral student supervisor working under the supervision of a program faculty member.) Supervision hours count toward the total number of Practicum hours.

The student's progress in the School Counseling Program is reviewed by the faculty at the time of Practicum completion. If the progress is judged satisfactory, registration in Internship will be permitted. If it is judged as unsatisfactory, registration will not be permitted, and a conference with the student will be arranged by the student's adviser. The primary purpose of the conference is to develop interventions which the student should complete prior to progressing further in the degree program.

Students should refer to the course syllabus for the specific requirements of their Practicum. Students are also required to keep a log book describing their field experiences, the date of the experience, the amount of time spent at it and the student's reactions to the experience. It is required that all students attend all practicum meetings.

Four Critical Areas of Practicum Experience

Practicum is designed to provide the student with realistic experiences in a school setting. The ultimate goal is to allow the student to be involved in four critical areas of school counseling.

1. INDIVIDUAL COUNSELING
    - ….with a variety of problem issues
    - ….with a variety of types and ages of clients
    - ….with students of a variety of cultural backgrounds
    - ….with procedures and processes requiring internal or external referral sources

2. GROUP COUNSELING
    - ….sessions with small groups on a variety of personal concerns
    - ….sessions with small groups on career development issues
    - ….sessions with small ongoing support groups
    - ….with a range of developmental or responsive issues

3. CLASSROOM GUIDANCE
    - ….conducting classroom guidance lessons

….conducting registration and/or career development sessions
….participate in registration and scheduling as needed
….participate in testing procedures/interpretations

4. PARENT INVOLVEMENT
….Consult with parents (conferences, calls, etc.)
….Co-facilitate parent sessions, parent information nights, registration, etc.
....Prepare parent education sessions for transition, career information, etc.

Internship

Internship is a supervised two-semester, six-credit-hour program designed to enable advanced students to participate in and perform all the expected activities that a regularly employed counselor in a school setting would be expected to perform.

Students enrolled in the Internship are required to spend *a minimum of 600 clock hours* in a school where one can perform all the activities that a regularly employed staff member in the setting would be expected to perform. Of the 600 hours, *240 hours are to be spent in direct service work with clients* appropriate to one's Program of Study. The Internship students are to have (a minimum of one hour of supervision from the site supervisor, one hour of bi-weekly individual supervision with a program faculty member or doctoral student supervisor working under the supervision of a program faculty member, and one hour and one-half hours per week in group supervision. These supervision hours may count towards the total number of hours accrued in Internship.

EXAMPLES OF ADVOCACY AND DATA-DRIVEN PROGRAMMING ACTIVITIES

Family and Community Involvement

- Assist teacher in organizing, implementing, and evaluating conferences with students and parents
- Organize, implement and evaluate a pparent education program aimed at helping parents learn how to support their children in their efforts to succeed in school
- Organize, implement, and evaluate a homework support program for a selected group of students.
- Counsel parents of two or more students to address issues related to and in support of student learning and academic achievement

Program Organization and Administration

- Interview the head of the school counseling program and explore the organization and leadership of the school counseling program
- Interview members of the school counseling team and others support staff regarding their responsibilities and duties

Advocacy

- Identify a situation with one or more K-12 students that calls for advocacy to promote learning and high academic achievement; prepare a report describing actual or planned advocacy interventions

Leadership

- Assume a leadership role in an existing intervention program or initiate leadership in a new program aimed at increasing student learning and achievement
- Practice communication to influence change in the school. Report efforts to site supervisor for feedback, comment and suggestions. Site supervisor should observe intern in leader/influencer role.

Special Education

- Observe classrooms containing students with exceptionalities/disabilities. Discuss issues regarding disabilities to gain understanding of educational implications.
- Observe an Individualized Educational Planning meeting focused on a child with a disability.

Career Development and Counseling

- Develop or participate in a career guidance program that addresses career-to-work frameworks and the relevance of education to career development.
- Provide career guidance information to at least 2 students and/or classroom/s of K-12 students.
- Administer a battery of career-related tests and assessments to at least 2 students. Prepare a report of findings and discuss findings with students to assist them in developing academic and career goals.

Personal and Social Development Counseling

- Identify students who may be at risk for aggressive or violent behavior, victimization, or perpetration. Discuss and implement approaches for working/counseling with one or more these students to eliminate the risk of problem behavior.
- Identify one or more students with low self-esteem and provide counseling to increase self- esteem, resiliency, and self-confidence.
- Work with two parties in conflict (e.g., parent and teacher, student and teacher, 2 students) assisting them to work through their conflict/problem. Use mediation skills and prepare a written report of the work identifying and evaluating outcomes.
- Design and implement program promoting an awareness and respect for diversity and individual difference.

Group Counseling and Team Building

- Organize a group of students and apply group counseling leadership skills to address the goals and purposes of the group.
- Facilitate or co-facilitate one or more meetings of school staff, parents, and/or students in working on an education related task.
- Organize and lead a psycho educational group for students aimed at increasing student learning and academic achievement.

- Organize a group of school stakeholders and conduct activities with the group and use facilitation skills to build the group into an effective team focused on an identified goal OR assist a currently functioning team with team building exercises and activities.

Consultation

- Establish c onsultative relationship with at least 2 school staff members and/or parents providing understanding and conceptualization of student problems/issues, intervention strategies, skill development, and/or training designed to improve effectiveness with one or more students.
- Establish a team of parents, teachers, and/or other school staff aimed at increasing student learning and academic achievement AND/OR work with an existing school related team.
- Develop, organize, and implement an in-service education program for school staff, and/or parents, community agency personnel focused on counseling and guidance related topics and issues.

Research and Program Evaluation

- Establish or identify an intervention program aimed at promoting student learning and achievement. Perform needs assessment, identify program goals, develop and implement program activity components and gather descriptive and numerical data on program outcomes including the impact on student learning.
- Gather data on a school program involving student support services, teaching and learning, tutoring, school attendance, etc. or examine existing data on such a program.
- Become familiar with testing and assessment procedures at school site.
- Work with at least 2 K-12 students in analyzing their test and assessment data to assist in educational advisement and planning.

Assessment and Use of Data

- Advise middle and/or high school students regarding courses and educational programs using student achievement records to establish high academic achievement goals and expectations.
- Observe and assist with the administration of academic performance tests, mental health, and career assessment.
- Develop a counseling activity based upon existing data related to academic achievement.

SUMMARY OF PRACTICUM & INTERNSHIP REQUIREMENTS

	PRACTICUM	INTERNSHIP
FOCUS	Individual and group counseling Classroom Guidance Parent Involvement	Counseling and all activities of a regularly employed school counselor in a comprehensive school counseling program (ASCA National Model)
HOURS	100 hours over 15 weeks, usually in one educational setting	600 hours over 15 to 30 weeks, usually split between two educational settings (schedule is negotiated with the site supervisors)
DIRECT CONTACT HOURS	40 hours defined only as: • Individual counseling • Group counseling • Consultation with parents and teachers may also be counted. • Delivering developmental guidance	240 hours defined as: • Individual counseling • Group counseling • Consultation with parents, teachers, etc. • Delivering developmental guidance
INDIRECT HOURS	60 hours in planning, supervision, observing, meetings, etc.	360 hours in planning, supervision, observing, meetings, etc.
TAPING	Required – See course syllabus	Required – See course syllabus
SUPERVISION	• 1 hour individual supervision each week with site supervisor • 1.5 hours in group supervision seminar each week at USA with USA supervisor	• 1 hour individual supervision each week with site supervisor • 1.5 hours in group supervision seminar each week at USA

SUPERVISION

Practicum: The Practicum student is to have a minimum of one hour per week in supervision with the site supervisor, and one and one-half hours per week in group supervision.

The Practicum experience is designed and supervised by the instructor and by the site supervisor in the field. Site supervisors are required to have a minimum of a master's degree from a

CACREP approved (or CACREP aligned program), or a master's degree with a supervised field Practicum and Internship, and certification as a school counselor in Alabama. They should also be a member of at least one professional counseling association such as ASCA, ACA, or ALCA and have a minimum of two years of school counseling experience at the appropriate grade level. The site supervisor is expected to acquaint the student with the site and its activities, policies, and procedures. In addition, the supervising counselor will provide an hour of supervision per week, periodically talk with the University Practicum Instructor about the student's progress, and at the end of the semester participate in the evaluation of the student's performance.

The university supervisor is expected to provide weekly group supervision with other students in similar field experiences, consult with the site supervisor about the student's progress, assure that all required field experience forms are submitted, assure that all students complete all Practicum requirements, assess student counselor competencies and submit grades for the students at the end of the semester.

Internship: The Internship students are to have a minimum of one hour per week of supervision with the site supervisor, one and one-half hours per week in group supervision, and one hour every week of supervision with a program faculty member or student supervisor working under the supervision of a program faculty member.

The Internship site supervisor is expected to assist the student by acquainting him/her with the site and its personnel, facilitate the student's accomplishment of the course requirements, meet once a week with the student to discuss progress, participate in a midterm assessment, and a final evaluation of the student in consultation with the university supervisor.

The university supervisor is expected to conduct group supervision with students in similar field experiences, critique audio and video counseling tapes for each student, consult with the site supervisor about the student's progress, assure that all required Internship forms are submitted, attend all university meetings of supervisors, assure that students complete all Internship requirements, assess student counselor competencies, and submit grades for the students and the student logs documenting their Internship experiences with the course instructor at the end of the semester.

Procedures and Steps (Summary)

Step 1: Submit application for Practicum or Internship to the School Counseling Program Coordinator, Dr. Amy Upton, by the deadline.

Step 2: Each student will be assigned a site and supervisor. In the case of Internship, if there is not a designated site or supervisor in your area, a school counselor may, upon request, complete and submit a Site Supervisor Application Form.

Step 3: Obtain professional liability insurance and submit verification at the first University class meeting.

Step 4: Visit the field site (after site supervisor approval) to plan with the site supervisor prior to the first week of class.

Step 5: Become familiar with responsibilities and assist the site supervisor in understanding her/his responsibilities, as described in this handbook.

Step 6: If, after receiving a letter of approval, students have an emergency situation which makes it impossible to proceed with the Practicum or Internship, the student must notify the School Counseling Program Coordinator *immediately*; and *reapply* (by the deadline) prior to a later semester.

SUMMARY OF COURSE EXPECTATIONS

Practicum

Student's responsibilities:

To commit 100 clock hours to a site, including 40 hours of direct student contact. Direct service hours are those in which the student is providing either individual or group counseling to clients. The remaining 60 hours can be devoted to other relevant professional activities on site. Examples of appropriate activities are in-service training, participation in staff meetings, educational activities at the Practicum site, preventive interventions, consultation, observation, supervision, etc.

1. To record the client contact sessions for the purpose of supervision.
2. To attend weekly group supervision seminars with the University instructor.
3. To meet all other course requirements.
4. To meet any additional requirements as determined by the site supervisor.

Faculty supervisor's responsibilities:

1. To visit the Practicum site and meet with the site supervisor.
2. To conduct weekly group supervision seminars on campus.
3. To offer the student individual supervision of taped or live counseling sessions.
4. To communicate with the site supervisor regarding the clinical ability of the student as determined through supervision.
5. To keep records of all Practicum activity engaged in by the student.
6. To seek evaluation from the site supervisor.
7. To assign a grade at the end of the semester based on the student's performance.

Site supervisor's responsibilities:

1. To organize the Practicum experience at the site and assure that the student will have an opportunity to work with appropriate clients.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients.
4. To monitor the Practicum to determine that the student's needs and the client's needs are being met.

SUMMARY OF COURSE EXPECTATIONS
Practicum

Student's responsibilities:

1. To commit 600 hours to a site, including 240 hours spent in direct client contact. All other Internship hours will involve relevant professional activity including in-service training, participation in staff meetings, individual and group supervision, etc.
2. To meet all requirements of the site supervisor for the purpose of supervision, e.g., audio-taping or videotaping, etc.
3. To attend the weekly group supervision seminars with the USC instructor.
4. To meet all course requirements.
5. To meet all additional requirements of the site.

Faculty supervisor's responsibilities:

1. To visit the Internship site and meet with the site supervisor.
2. To conduct weekly group supervision seminars on campus.
3. To keep records of the student's Internship activity safely secured.
4. To seek evaluation of the student from the site supervisor.
5. To be available to the site supervisor should supervision difficulties arise.
6. To assign a final course grade for the student.

Site supervisor's responsibilities:

1. To organize the Internship experience and assure that the student will have an opportunity to engage in individual and group counseling, and other appropriate professional activities.
2. To help orient the student to the site.
3. To provide appropriate space for the student to meet with clients and engage in other professional activities.
4. To provide student one-on-one supervision for minimum of one hour per week.

5. To provide the faculty supervisor with evaluation of the student's overall performance.
6. To be available to the student in case of emergency.

School Counseling Practicum Application

Application Deadline: December 1

Please note: *The Counselor Education Program must receive the application by this date or the practicum placement approval may be delayed or declined.*

Name: _____ JAG#: _____

Address: _____

Email (USA):
Email (Work or Personal):
Phone (Home):
(Work):
(Cell):

Proposed Practicum Site _____

Proposed Practicum Supervisor _____
**Include the Site Supervisor Application Form

Prerequisite Course		Grade
CED 565	Foundations of Professional School Counseling	
CED 566	Multicultural Counseling	
CED 572	Principles and Theories of Counseling	
CED 574	Group Counseling and Group Guidance Procedures	
CED 583	Individual and Group Testing Laboratory	
CED 584	Seminar in Ethical and Legal Issues in Counseling	
CED 588	Career Planning and Placement	
CED 586	Analysis of Counseling Processes	
EPY 521	Human Development and Behavior	
EPY 555	Tests, Measurement and Evaluation	
IDE 510	Educational Research and Evaluation	

****Include a photocopy of current grade report.**

NOTE:
On the first day of practicum, present transcript showing final grades for prerequisite courses.

Advisor Approval _____ _____
Signature of Advisor Date

_____ _____
Signature of Practicum Applicant Date

SchoolCounselingInternshipApplication

Application Deadline: April 1

Please note: *The Counselor Education Program must receive the application by this date or practicum placement approval may be delayed or declined.*

Name: _____ JAG#: _____

Address: _____

Email (USA):
Email (Work):
Phone (Home):
(Work):
(Cell): _____

Proposed Internship Site(s) _____

Proposed Internship Supervisor _____
**Include the Site Supervisor Application Form

Prerequisites	Date Completed	Grade/Score
CED 576- Supervised Practicum in School Counseling		
Praxis II		

****Include a photocopy of current grade report and proof of passing the Praxis II.****

NOTE:
On the first day of internship, bring transcript for showing final grade for courses.

Signature of Advisor _____ Date _____

Signature of Applicant _____ Date _____

School Site Placement Form

Student's Name: _____

Home Phone: _____ Work Phone: _____

Mailing Address: _____

Street City, State Zip

School Site: _____

Site Address: _____

Street City, State Zip

School Site Phone Number: _____

Site Supervisor: _____

I have reviewed the Roles and Responsibilities statements in the Practicum and Internship Manual, and I agree to accept them in my work as a student counselor for the (Fall or Spring),

_____ Semester.

_____ _____

Student's Signature Date

Application to Serve as School Counseling Site Supervisor

UNIVERSITY OF SOUTH ALABAMA COUNSELOR EDUCATION PROGRAM

Directions to the Applicant: The pages at the end of this document outline the benefits, qualifications, and expectations for site supervisors, as well as the requirements for Practicum and Internship. After you read the materials, fill out the information below, and send or fax to:

Counselor Education Program, University of South Alabama, UCOM 3800; fax: 251-380-2713. You will then receive notification of your approval status.

Name: _____ Date: _____

Home Address: _____

Street City State Zip

Home Phone: _____ Email: _____

School: _____ School Phone: _____

School Site Address: _____

Street City State Zip

School Email: _____ Grade Levels: _____

Number of years as a counselor at these grade levels:

_____

Number of years as a counselor in this building/school:

_____

1. Formal Training

Universities Attended Degrees Earned Majors

2. Professional Certifications/Licenses

Are you a certified school counselor?_____ If yes, in what state(s)?_____

Do you have a professional license? _____ If yes, which one(s)? _____

Do you have any supervision credentials?_____ If yes, which one(s)? _____

Are you certified by the N.B.C.C.? _____

Do you hold any other professional credentials?____ If yes, which one(s)? _____

3. Involvement in Professional Associations

List the **counseling professional association(s)** and divisions in which you currently hold membership. Also, provide the dates of concurrent years you have been a member for each primary professional association.

Counseling Associations/ Divisions **Membership Years**

In the following space, describe your level of involvement with these associations. For example, how often do you attend conferences? How else have you been involved?

4. Developmental Counseling Focus

In the following space, briefly describe how your program follows a comprehensive developmental school counseling framework.

5. Supervision Background

Have you completed any coursework or had any other training in supervision? (Yes/No) If so, please provide a description including the approximate date(s).

Have you previously served as a site supervisor for our school counseling program? (Yes/No)

If so, please (briefly) describe the experience, including the approximate date(s).

How many students have you supervised (approximate)? _____

Of those, how many have been USA students? _____

6. Site Suitability

All students will be required to tape sessions and to provide individual and group counseling. Will students be able to provide individual and group counseling at your school? (Yes/No)

Would students be able to record audio and/or videotapes of their work with students at your school? (Yes/No)

Does your school have a video camera and monitor that would be available for our students to tape some of their sessions? (Yes/No)

What about your site would be most helpful for our students?

What (if anything) about your site would provide a limitation to the Practicum/Internship experience for our students?

7. Personal Preferences

The following pages outline the Practicum and Internship experiences as defined by the University of South Alabama and CACREP. Based on this information, would you rather supervise a Practicum _____ or Internship _____ student (check all that apply)?

Would you prefer to interview the student before placement? Yes ____ No ____

Approvals

Applicant Signature Date

Building Principal Signature Date

Student and Site Profile

Student's Name: _____

Student's Address: _____

_____

Student's Home Phone:

Site Supervisor's Name:

Site Address: _____

_____

Site Phone: _____

Site Fax: _____ Email Address: _____

Site Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Times					

On-Site Supervision:

	Monday	Tuesday	Wednesday	Thursday	Friday
Times					

Weekly Log of Field Experience Activities

Student's Name: _____ **Please Circle Course:** Practicum / Internship
Semester: _____ **Week:** _____

Activity	Weekly Hours	Cumulative Hours
I. Direct Service		
1. Individual Counseling	_____	_____
2. Small Group Counseling	_____	_____
3. Classroom Guidance	_____	_____
4. Peer Facilitation	_____	_____
5. Consultation	_____	_____
6. Student Intervention Team	_____	_____
7. Individualized Education Plan	_____	_____
8. Individual Graduation Plan	_____	_____
9. Parent Education Class	_____	_____
10. Teacher In-Service (not as participant)	_____	_____
II. Indirect Service		
1. Coordination	_____	_____
2. Referral	_____	_____
3. Program Planning	_____	_____
4. Evaluation of Child/Class	_____	_____
5. Observation of Child/Class	_____	_____
6. Research into Student Information	_____	_____
7. Research into Professional Issues	_____	_____
III. Supervision		
1. Individual Supervision (USA)	_____	_____
2. On-site Supervision	_____	_____
3. Group Supervision/Seminar (USA)	_____	_____
IV. Other Hours		
1. Counselor Staff Meeting	_____	_____
2. District Counselor Meeting	_____	_____
3. State-wide Counselor Conference	_____	_____
4. Tape Critiques	_____	_____
5. Progress Notes	_____	_____

TOTAL HOURS:

Site Supervisor: _____ **Date:** _____

Date: _____

USA Faculty: _____

FieldExperienceSummary

Student's Name: _____ Course: _____ Semester: _____

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL
DIRECTSERVICE																
1. Individual Counseling																
2. Small Group Counseling																
3. Classroom Guidance																
4. Peer Facilitation																
5. Consultation																
6. Student Intervention Team																
7. Individualized Education Plan																
8. Individual Graduation Plan																
9. Parent Education Class																
10. Teacher In-Service																
INDIRECTSERVICE																
1. Coordination																
2. Referral																
3. Program Planning																
4. Evaluation of Child/Class																
5. Observation of Child/Class																
6. Research into Student Information																
7. Research into Professional Issues																
SUPERVISION																
1. Individual Supervision (USA)																
2. On-site Supervision																
3. Group Supervision/Seminar																
OTHER																
1. Counselor Staff Meeting																
2. District Counselor Meeting																
3. State-wide Counselor																
4. Tape Critiques																
5. Progress Notes																
TOTAL																

Direct Service Hours: _____ Site Supervisor: _____

Indirect Service Hours: _____

Total: _____ USA Faculty: _____

Site Supervisor Evaluation of Practicum School Counselor
Individual and Group Counseling Behaviors

Students Name: _____

Supervisor's Name: _____

Practicum Site: _____
Date: _____ ***Circle One***: Mid-term or Final

Directions: Please complete this evaluation of your Practicum student two times, once around mid-semester and once again near the end of the semester.

***Rate the Practicum School Counselor In-Training's ability to*:**

	NOT OBSERVED	WEAK		AVERAGE		STRONG
1. Begin counseling relationships effectively.	N	1	2	3	4	5
Observations:						
2. End counseling relationships effectively.	N	1	2	3	4	5
Observations:						
3. Use basic listening skills.	N	1	2	3	4	5
Observations:						

4. Structure interviews appropriately (e.g., establish rapport, define problem, define goals, explore and evaluate alternatives).

N 1 2 3 4 5

Observations:

5. Establish and communicate empathy. N 1 2 3 4 5

Observations:

6. Adapt counseling strategies so that responses to clients are culturally sensitive and effective. N 1 2 3 4 5

Observations:

7. Provide a theoretical rationale for strategies employed in counseling. N 1 2 3 4 5

Observations:

Other Comments:

Site Supervisor's Signature: _____

Practicum Student's Signature: _____

Evaluation of School Counseling Competencies

Student's Name: _____

Site Supervisor's Name: _____

Site Name: _____

Date: _____ ***Circle One***: Mid-term or Final ***Circle One***: Practicum or Internship

The rating is as follows:

5 = Almost always descriptive of the school counselor in-training's behavior
4 = Frequently descriptive of the school counselor in-training's behavior
3 = Generally descriptive of the school counselor in-training's behavior
2 = Infrequently descriptive of the school counselor in-training's behavior
1 = Almost never descriptive of the school counselor in-training's behavior
NA = Not applicable

Please circle your response regarding the intern's ability to:

1. Carry out professional roles and responsibilities including relationships and collaborations with other service providers

   1 2 3 4 5 NA

2. Collaborate with other professionals

   1 2 3 4 5 NA

3. Carry out the roles and responsibilities of a school counselor

   1 2 3 4 5 NA

4. Maintain confidentiality and abide by ethical and legal standards in school counseling

   1 2 3 4 5 NA

5. Apply counseling practices that meet the needs of the multicultural population

   1 2 3 4 5 NA

6. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms

   1 2 3 4 5 NA

7. The influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students

1 2 3 4 5 NA

8. Utilize knowledge of human development and behavior to provide services to students

1 2 3 4 5 NA

9. Make appropriate referrals to school and/or with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families

1 2 3 4 5 NA

10. Apply appropriate counseling theories and techniques

1 2 3 4 5 NA

11. Establish and use appropriate methods of consultation with stakeholders

1 2 3 4 5 NA

12. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school

1 2 3 4 5 NA

13. Implement crisis intervention and suicide prevention models

1 2 3 4 5 NA

14. Demonstrate the ability to use procedures for assessing and managing suicide risk

1 2 3 4 5 NA

15. Use appropriate counseling techniques in groups

1 2 3 4 5 NA

16. Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting

17. Apply and articulate current models of school counseling programs (such as ASCA, ASCA National Model) and their integral relationship to the total educational program

1 2 3 4 5 NA

18. Apply and adhere to ethical and legal standards in school counseling

1 2 3 4 5 NA

19. Articulate, model, and advocate for an appropriate school counselor identity and program

1 2 3 4 5 NA

20. Provide career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes

1 2 3 4 5 NA

21. How to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling

1 2 3 4 5 NA

22. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students

1 2 3 4 5 NA

23. Plan a comprehensive, developmental school-counseling program

1 2 3 4 5 NA

24. Recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

1 2 3 4 5 NA

25. Articulate cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning

1 2 3 4 5 NA

26. Recognize community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students

1 2 3 4 5 NA

27. Articulate the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families

1 2 3 4 5 NA

28. Articulate multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement

1 2 3 4 5 NA

29. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development

1 2 3 4 5 NA

30. Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students

1 2 3 4 5 NA

31. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations

1 2 3 4 5 NA

32. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students

1 2 3 4 5 NA

33. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences

1 2 3 4 5 NA

34. Analyze and use data to enhance school counseling programs

1 2 3 4 5 NA

35. Conduct programs designed to enhance student academic development

1 2 3 4 5 NA

36. Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities

1 2 3 4 5 NA

37. Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement

1 2 3 4 5 NA

38. Consult with parent, teachers, other school personnel, and agency personnel

1 2 3 4 5 NA

39. Locate resources in the community that can be used in the school to improve student achievement and success

1 2 3 4 5 NA

40. Use peer helping strategies in the school counseling program

1 2 3 4 5 NA

41. Time management techniques that will maximize the number of students served

1 2 3 4 5 NA

42. Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program

1 2 3 4 5 NA

43. Plan and present school-counseling-related educational programs for use with parents and teachers (such as parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers)

1 2 3 4 5 NA

Comments:

Site Supervisor's Signature: _____

Student's signature: _____

Counselor Education
University of South Alabama

STUDENT EVALUATION OF SITE SUPERVISION FORM

Site Supervisor: _____ Semester/Year: _____

Site Placement: _____ Circle one: Practicum/Internship

Please evaluate your supervisory experience in the following areas using the rating scale.

The rating scale is as follows:

5 = Almost always descriptive of my supervisor's behavior
4 = Frequently descriptive of my supervisor's behavior
3 = Generally descriptive of my supervisor's behavior
2 = Infrequently descriptive of my supervisor's behavior
1 = Almost never descriptive of my supervisor's behavior
NA = Not applicable

Please circle your response.

1. My supervisor was genuinely interested in my growth as a professional counselor.

   1 2 3 4 5 NA

2. My supervisor was very professional in his/her dealings with me.

   1 2 3 4 5 NA

3. My supervisor made suggestions regarding my taped sessions that were beneficial.

   1 2 3 4 5 NA

4. My supervisor created a setting of support.

   1 2 3 4 5 NA

5. I was treated as a professional by my supervisor.

   1 2 3 4 5 NA

6. My supervisor was dependable regarding his/her meetings with me and my colleagues.

   1 2 3 4 5 NA

7. The supervisor offered me constructive criticism that assisted in improving my counseling skills.

1 2 3 4 5 NA

8. The requirements made of me by the supervisor were fair and challenging.

1 2 3 4 5 NA

Please comment on the following:

9. What do you feel you gained as a result of working with your supervisor?

10. What could have been done differently by your supervisor to make your experience more profitable?

11. If you were grading your site supervision experience, how would you grade it?

_____A _____B _____C _____D _____F

12. Were the physical facilities at your site appropriate? Please be specific regarding problems or strengths like having your own space for counseling. If the site were to be graded, I would rate it:

_____A _____B _____C _____D _____F

Please include additional comments:

University Supervision Feedback

UNIVERSITY SUPERVISOR'S NAME:

Circle One: Practicum/Internship

DIRECTIONS: The following list of items provides descriptions of behaviors that contribute to effectiveness in supervising counselor education students. Please rate your supervisor on the following items according to how accurately each item describes the supervisor's actual behavior during the semester that has just ended.

Do not sign your name on this form; the ratings are to

remain anonymous. The rating scale is as follows:

5 = Almost always descriptive of my supervisor's behavior
4 = Frequently descriptive of my supervisor's behavior
3 = Generally descriptive of my supervisor's behavior
2 = Infrequently descriptive of my supervisor's behavior
1 = Almost never descriptive of my supervisor's behavior
N/A = Not applicable

DESCRIPTION OF MY SUPERVISOR'S BEHAVIOR

This supervisor:

1. Gives appropriate feedback to supervisees about positive counseling behaviors.
   1 2 3 4 5 NA

2. Gives appropriate feedback to supervisees about ineffective counseling behaviors.
   1 2 3 4 5 NA

3. Labels counselor behavior as effective or ineffective rather than right or wrong.
   1 2 3 4 5 NA

4. Gives us direct suggestions to supervisees when appropriate.
   1 2 3 4 5 NA

5. Confronts supervisees when appropriate.
   1 2 3 4 5 NA

DESCRIPTION OF MY SUPERVISORY BEHAVIOR

This supervisor:

6. Helps supervisees assess their own strengths.
   1 2 3 4 5 NA

7. Helps supervisees assess their own weaknesses.
   1 2 3 4 5 NA

8. Establishes clear goals conjointly with supervisees against which progress in supervision can be measured.
   1 2 3 4 5 NA

9. Evaluates supervisees at mid-semester.
   1 2 3 4 5 NA

10. Helps supervisees in developing self-confidence as emerging counselors.
    1 2 3 4 5 NA

11. Shares his or her own experiences with clients with supervisees.
    1 2 3 4 5 NA

12. Establishes good rapport with supervisees.
    1 2 3 4 5 NA

13. Demonstrates an openness to address professional issues which arise from experiences in Practicum/ Internship setting.
    1 2 3 4 5 NA

14. Models within the supervision session good task-oriented skills.
    1 2 3 4 5 NA

15. Provides more structure during the initial sessions than during later sessions.
    1 2 3 4 5 NA

16. Helps supervisees realize that trying new skills usually seems awkward at first.
    1 2 3 4 5 NA

DESCRIPTION OF MY SUPERVISORY BEHAVIOR

This supervisor:

17. Helps supervisees to conceptualize cases. Works with supervisees to evolve a joint conceptualization.
    1 2 3 4 5 NA

18. Helps supervisees define and maintain ethical behavior in counseling and case management.
    1 2 3 4 5 NA

19. Encourages supervisees to experiment with different assessment and intervention techniques to discover their own unique styles.
    1 2 3 4 5 NA

20. Offers resource information when I request or need it.
    1 2 3 4 5 NA

ADDITIONAL COMMENTS:

Consent for Counseling of a Minor Child and Recording Release Form

Dear Parent or Guardian:

School Counseling Master's students are enrolled in a practicum and internship course as part of their graduate work. School counselors Master's students provide individual and group counseling for those students who have been identified by the school counselor or through self or parent referral, as someone who might benefit from participating in school counseling. If you have questions about the reason you are receiving this request, please contact the counselor at your child's school.

Counseling Student's Name _____ would like to work with your son/daughter, a student at _____ School.

Counseling students are required to audio and/or video record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the school counselor-in-training develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor's supervisor, _____ (name).

All audio and video recordings made will be erased at the completion of your child's involvement in the program. If at any time you wish to speak with your child's student counselor, please call the school and leave a message.

If you are interested and willing to have your child participate, please sign the form where indicated. If you would like your child to not be recorded for the purpose of aiding in the training of the student counselor, please indicate your choice by checking the box at the bottom of this form.

Thank you.

It is understood that my (our) child is entitled to confidentiality and that information regarding communications made in the counseling sessions will be limited only to those directly involved in receiving, providing, or sharing the educational process and any professional consultants.

Parent or Guardian/Date: _____

School Counselor /Date: _____

USA Student/Date: _____

USA Faculty Member/Date: _____

o I would not like my child to be taped for the purpose of aiding in the training of the student counselor.

Note: The parent or guardian, USA Student, and USA Faculty Member are to be given copies of this form after it is signed by all parties.

SUPERVISION LOG

CED _____

Student	Semester/Year
Signature of Site Supervisor/Date	Signature of University Supervisor/Date
TOTAL HOURS: _____	**TOTAL HOURS:** _____

An Experiential Portfolio:
Student's Documentary Record of Practicum and Internship

All school counselors, including those in training to become professionals, are expected to maintain several types of important student records, including cumulative performance records, and also appropriate confidential, counseling records. School counselors have accrued a long professional history of service as key record-keepers for educational institutions, pertaining not only to the information associated with student academic performance, but also with confidential behavioral records. That service continues to be important for students, teachers, and parents. In addition to carrying out responsibilities associated with traditional record-keeping, graduate students in practicum and internship will also be expected to maintain records of their own specific cumulative experiences in a number of categories, including types of counseling services provided (i.e., curriculum-based instruction, small group leadership, crisis intervention, parental involvement, assessment, indirect service, and other key categories as determined in accord with university-based supervisors and school-based supervisors). This latter set of required data will serve as a key baseline for the counseling supervision provided practicum and intern students by counseling supervisors on-site and at the University. In addition, this record of participation will enable students to submit accurate records to licensing and certification agencies and associations.