

M. S. in School Counseling Program

School Counseling Field Experience Manual



SOUTHERN
ADVENTIST UNIVERSITY

**School of
Education and Psychology**

Page intentionally blank

School Counseling Field Experience Manual



SOUTHERN
ADVENTIST UNIVERSITY

**School of
Education and Psychology**

Collegedale, TN
2022-23

Forward

This manual is designed for both students and site supervisors. It includes necessary information for navigating the process both of being a Southern Adventist University (SAU) School Counseling (SC) trainee and of being a supervisor.

Students should read this manual carefully. Here you will learn how to obtain a practicum or internship school placement. You will also find a comprehensive listing of roles and responsibilities of being a trainee and all forms needed for proceeding through practicum and internship, documenting training experiences, and evaluating performance.

Site supervisors will find basic information about the SAU School Counseling Program, as well as specific supervisor roles and responsibilities. This manual is not designed to add to your responsibilities as a supervisor, but rather to take you easily through the process of supervising our students. Here you will find all forms that you will need for both recording training experiences and evaluating performance.

Please note that, when referring to *students*, from this point forward in the manual, the term *candidate(s)* or *counselor candidate(s)* will be used. Where the manual seems incomplete for your purposes, you may direct your questions and feedback to the SAU Supervisor of School Counseling Field Experiences, the Director of Graduate Programs in Counseling, or the Graduate Programs Manager (see contact information below).

The supervisory experience may very likely be one of the most rewarding experiences of your life. We look forward to working with you, our site supervisor, in order to provide the quality education our students need. We realize that your time and expertise are valuable, and we greatly appreciate your willingness to assist us in training our students.

We also look forward to working with you, our student. We hope to assist you in providing the best services possible for the children and adolescents you serve, as well as facilitating your development into the highly effective school counselor that you desire to be.

Faculty and Staff of the School Counselor Education Program
School of Education and Psychology Southern
Adventist University

Contact Information:

Professor William Saunders School Counseling Faculty Supervisor	209.601.2728	wsaunders@southern.edu
Nancy Zima-Gentry Field Experience Coordinator	423.236.2024	nzimagentry@southern.edu
Dr. Ileana Freeman Director of Graduate Studies in Professional Counseling	423.236.2960	ileanaf@southern.edu
Ms. Mikhaile Spence	423.236.2496	maspence@southern.edu

Contents

Philosophy & Purpose of the School Counseling Field Experiences	7
The Mission.....	7
The Goal	7
Mission and Objectives of Graduate Studies in Professional Counseling	7
The Core Curricular Experiences and Learning Outcomes:	8
General Information About the School Counseling Field Experience.....	8
General Information About Supervision.....	9
Professional Training/Experience Requirements for Site Supervisors.....	11
General Tasks of Site Supervisors.....	13
Roles and Responsibilities of the SAU Supervisor of SC Field Experiences.....	14
Field Experience Assessment Plan.....	14
Additional Information About Field Experiences	15
Candidate Qualifications for Field Experiences.....	15
Process for Enrolling in Field Experiences	16
Liability Insurance and Enrollment in COUN 585/586.....	18
Ethical Conduct	19
Professional Conduct.....	19
Record Keeping.....	20
Use of Technology	21
Learning Activities and Performance Indicators.....	21
Explanation of Overall Learning Expectations	24
Summary of Practicum and Internship Requirements	26
APPENDIX A	27
A-1: Setting and Site Supervisor Information	29
A-2A: Supervision Contract - Practicum	34
A-2B: Supervision Contract - Internship	39
MP-1: Site Individual Supervision Session Report.....	44
MP-2: Guidance Lesson Evaluation	46
MP-3: Self-Evaluation of Recorded Counseling Session	51
MP-4: Recorded Counseling Session Feedback	54
MP-5A-1: COUN 585 School Counseling Practicum II Daily Activity Log	58
SC Form MP-5A-2: Clinical Practicum II Activity Summary.....	60
MP-5A-2: COUN 585 School Counseling Practicum II Activity Summary	60
MP-5B-2: COUN 586 School Counseling Clinical Internship Activity Summary.....	65

SC E-1: Case Study Rubric	68
SC E-2 Field Experience Diversity Form	73
SC E-3: Evaluation of Practicum/Internship Site.....	75
SC E-4: Evaluation of Candidate’s Clinical Practice.....	80
SC E-5b: Field Professional Conduct and Dispositions.....	92
HCDE Student Field Experience Approval Form	106
Parental Consent for Recorded Guidance Sessions.....	108
Resources in Supervision	110

Philosophy & Purpose of the School Counseling Field Experiences

Today's young people are living in exciting times. The ever-changing world of the 21st century provides the benefits of a mobile society, new technologies, and increased opportunities for learning. However, with these benefits, children and adolescents also face unique and diverse challenges, both personally and developmentally, that may adversely impact their academic achievement.

The school counselor education program at Southern Adventist University recognizes the importance of developing competent school counselors who will meet the academic, career, and personal/social development needs of the students they serve. In order to provide the proper training for those enrolled in the program, supervised practicum and internship experiences are made available and are required. This field experience is considered to be one of the most critical elements in the program, and it is guided by the overall mission of the School of Education and Psychology, and the goal and expected learning outcomes of the Counselor Education Programs.

The Mission

To Serve, To Lead, To Transform

The mission of the School of Education and Psychology at Southern Adventist University is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

The Goal

The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision-maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

Mission and Objectives of Graduate Studies in Professional Counseling

The mission of the Master of Science in Professional Counseling program is to facilitate the comprehensive development of counselors as servant leaders in their communities. Articulated in the language of the program's conceptual framework, the goal is to provide opportunities for candidates to become effective as caring persons, as informed facilitators, as reflective decision makers, and as committed professionals. Within this framework the objectives of the Master of Science in Professional Counseling program are to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;

- Evidence that they actively identify with the counseling profession and have knowledge of current developments in the counseling field.

The Core Curricular Experiences and Learning Outcomes:

As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:

- effective counseling, prevention, and intervention;
- service to clients who represent diverse populations;
- advocacy to better the lives of individuals and communities.

1. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful **assessment** that facilitates a plan of action,
 - (b) **diagnosis** leading to appropriate treatment, and
 - (c) promoting optimal **academic development** in the school setting.
2. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.
3. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice; (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice;
 - (b) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (c) utilizing the **foundation knowledge** specific to the area of counseling practice, and (e) **leading** in the development and management of counseling practice in a clinical or school setting.

General Information About the School Counseling Field Experience

Description

During their first year in the School Counselor Education program, candidates enroll in COUN 579-Clinical Practicum I for one semester. At this time, they are oriented to their field experience through the use of books, videos, presentations, discussions, observations, and practice sessions. Once Practicum I has been successfully completed, candidates may apply for COUN 585-Clinical Practicum II.

Clinical Practicum II is an arranged, supervised experience of 100 clock hours of counseling in schools which may be completed over the course of one or two semesters. The total of 100 hours is equivalent to 2 academic credits, and it must include 40 hours of direct, face-to-face contact with students and their parents or guardians. When candidates enroll in Practicum II, they are entering their field experience in the program. At this time, they have the opportunity to become more familiar with the school setting and the counseling programs available to PreK-12 grade students.

COUN 586-Clinical Internship follows Clinical Practicum II and is an arranged, supervised counseling experience of 600 clock hours at PK-12 schools. The total of 600 hours is equivalent to 4 academic credits, and it must include 240 hours of direct, face-to face contact with students and their families. Clinical Internship is typically completed over the course of two academic semesters.

Over the course of practicum and internship, candidates must plan to participate in clinical experiences at the elementary, middle, and high school levels.

At the end of the clinical internship experience, candidates are expected to demonstrate knowledge, skills, and dispositions consistent with those of the beginner school counselor who is capable of practicing independently and being regularly employed as a counselor in the school setting.

General Information About Supervision

In both Clinical Practicum II and Clinical Internship, a certified or licensed school counselor, with at least 2 years of experience of counseling in the school setting must be available to provide site supervision for the candidate. Every week, candidates are required to meet for one hour (1) of individual supervision with their site supervisor and one and-a-half hours of group supervision with their SAU faculty supervisor.

Some of the activities that take place during both individual and group supervision include, but are not limited to, discussing any relevant issues that arise related to the candidates' counseling practice, reviewing video recordings of counseling sessions, role playing, presenting cases, learning about community resources, exploring how to work effectively with diverse cultures, and evaluating relevant legal and ethical issues.

It is understood that at this stage of their training, candidates will need to observe their site supervisors conducting specific activities. However, it is also expected that they will be actively involved in duties directly related to school counseling, such as individual and group counseling, parent/teacher consulting, advocacy, and classroom guidance. They must video-record individual counseling sessions on a regular basis. However, no video-recorded session will be allowed to take place unless the candidate has obtained signed informed consent forms from the students who will be recorded, as well as the parents or legal guardians of those students.

During the course of the semester, the SAU faculty supervisor will make personal visits and/or contact the site supervisors to provide them with the opportunity to discuss any issues concerning the experience and performance of the candidates. However, if site supervisors had any questions, suggestions, or comments for the SAU faculty supervisor, they should contact him or her by phone or email at any time they consider it necessary. The SAU School Counselor Education program considers the site supervisors extremely important partners in the training of its candidates, and open communication and collaboration among all involved is highly expected.

Benefits of Supervision

There are certain benefits of supervision, including:

1. Contributes to the profession by training new professionals
2. Invigorates supervisors' work by re-experiencing the joy of learning
3. Facilitates communication of supervisors with well-trained colleagues
4. Provides opportunities for consultation and collaboration with SAU's training faculty
5. Facilitates access to professional development provided by counseling program faculty

A. *Opportunities for Consultation and Collaboration*

As counseling practitioners, site supervisors have an incredible knowledge base that is critical to the candidates' learning experience and the interventions provided on behalf of the students they serve. That knowledge is also extremely important for the continuous improvement process of the SAU School Counselor Education program.

B. *Opportunities for Professional Development*

Every summer, the SAU counseling program faculty offers seminars and/or intensive courses that can be taken by site supervisors as professional development opportunities. Two courses that are regularly offered are School Counseling Interventions for Exceptional Children, and Parenting and Generational Influences. Participants have the option to take these trainings as graduate course credits or continuing education credit units.

Site supervisors who have not received previous training in supervision are asked to complete a two-hour training resource developed locally, available on demand. This resource provides valuable information and is offered free of charge for those who are responsible for supervising the SAU counseling candidates during their field experience. Site supervisors who need to take this supervision training should contact Ms. Elaine Hayden at haydene@southern.edu.

Other opportunities for professional development are offered based on perceived needs in the field and may vary from year to year. For additional information, site supervisors may contact the SAU Director of Graduate Studies in Professional Counseling.

Professional Training/Experience Requirements for Site Supervisors

1. Minimum of master's degree in counseling from program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or a program with supervised practicum and internship experiences
2. Certified school counselor in the state of Tennessee or state where the collaborating school is located (e.g., Georgia)
3. Two years of experience in current assignment
4. Relevant training or experience in counseling supervision
5. Knowledge of the SAU School Counselor Education program's expectations, requirements, and evaluation procedures
6. Involved with professional associations (ACA, ASCA, TSCA, TCA)

Ethical Supervision

According to the Association for Counselor Education and Supervision (ACES), training in supervision is necessary. If supervisors have not had a course in supervision, they can obtain resources to learn about this important skill. Resources for development in supervision are offered at the end of this manual. Training in supervision for site supervisors is also available through the SAU Counselor Education program, as described under the Opportunities for Professional Development section of this manual.

Supervision Style

There are a number of theories about how to conduct supervision, but Nelson and Johnson (1999) have given us a useful template for thinking about the roles we take during supervision and the topics, or focal points, of supervision. A summary of their theory and a matrix for using their approach are offered here.

A. Four Roles of Supervisor:

1. Teacher: providing instruction, best using *GUIDED DISCOVERY*
2. Evaluator: providing feedback
3. Counselor: addressing personal issues that impair performance
4. Consultant: providing expert opinions as a colleague

Developmental progression moves from Teacher → Counselor → Consultant
From Evaluator → Colleague

B. Four Focal Points or Issues of Supervision:

1. Therapeutic skills: Candidate's ability to use therapeutic interventions (listening, establishing rapport, summarizing, showing empathy).
2. Conceptualization skills: Candidate's ability to understand the issues of students, families, and schools, and select appropriate interventions (application of theory to reality, understanding developmental and systemic issues).

3. Management skills: Candidate's ability to conduct non-counseling professional activities (design comprehensive school counseling program, design developmental curriculum lessons, behavior management in the classroom, consulting, collaboration with colleagues).
4. Personal Issues: Candidate's evidence of being appropriate for the profession and school setting (respect for young people, ability to function for and with authority). Supervisors use the roles within which they are most comfortable to address the issues that are observed in the candidate's performance, as outlined in the following matrix:

ROLES →	TEACHER	EVALUATOR	COUNSELOR	CONSULTANT
FOCUS on →	Instructing	Giving feedback	Personal issues	Consulting as if talking with a colleague or expert
ISSUES ↓				
THERAPEUTIC SKILLS Listening Rapport Empathy	Teach new therapeutic skills	Give feedback on status of therapeutic skills	Give advice about managing own personal issues that interfere with counseling	Give expert opinions about progress and direction of counseling and support
CONCEPTUALIZATION SKILLS Apply theory, know developmental Issues	Teach new conceptualization skills	Give feedback on status of conceptualization skills	Show where personal issues interfere with objectivity	Give expert opinions about how to apply theory with children, and provide support
MANAGEMENT SKILLS Design model, manage classroom, consult, collaborate	Teach new skills in deficit area(s)	Give feedback on status of management skills	Show where personal issues interfere with management skills	Give expert opinion about methods of teaching, managing classroom, consulting, and collaborating

PERSONAL ISSUES Respect children, work with authority, personal problems	Teach the importance of dealing with personal issues	Give feedback on effect personal issues have on job performance	Counsel about personal issues	Give expert opinion about effect of issues or on methods of dealing with issues; support
--	--	---	-------------------------------	--

General Tasks of Site Supervisors

While there are rewarding reasons for being site supervisors, there are also roles and responsibilities assumed by those who participate:

1. Adhere to ethical standards of their profession and be familiar with the ACA and ASCA Codes of Ethics, as well as the ACES Ethical Guidelines for Counseling Supervisors.
2. Introduce candidates to teachers, administrators and other staff with whom they will come into contact.
3. Assist candidates in becoming familiar with the organizational structure of the school system and how counseling services fit into that system. Help them to become familiar with the structures and policies of the school, i.e. curriculum, extracurricular activities, disciplinary policies, etc.
4. Allow candidates to shadow site supervisors as they provide the full range of professional school counselor responsibilities.
5. Facilitate participation in classroom observations, case management and case conferences, parent-teacher conferences, PTA-PTO meetings, and other essential school functions. Observation of special populations and classrooms such as the academically gifted and talented and the full range of special education classrooms is important.
6. Assist candidates in learning about, planning, implementing, and evaluating a comprehensive developmental guidance unit.
7. Allow candidates to observe and assist with special services such as at-risk programming, in school suspension, and crisis management teams.
8. Provide candidates with opportunities to learn methods of assessing students (behavioral observations, standardized tests, behavioral rating scales, etc.) for the purposes of counseling and consulting with parents and teachers.
9. Provide candidates with time and opportunities to review available counseling materials (such as games, kits, career information, software programs, etc.).
10. Assist candidates in locating technology resources for use during guidance lesson presentations, career counseling, and any other school counseling service that could be enhanced with the use of technology.
11. Assist candidates in locating students who will benefit from individual and/or group counseling.
12. Assist candidates in gaining parental permission to provide counseling services, as applicable.
13. Provide one (1) clock hour of weekly site individual supervision for candidates.

14. Discuss candidates' progress with SAU supervisor at different points during the semester.
15. Complete all required SAU fieldwork forms in timely manner.

Site supervisors receive ongoing support from the SAU Supervisor of SC Field Experiences during the time when SAU candidates are completing internship hours in their schools. The SAU supervisor is expected to assume the roles and responsibilities delineated below.

Roles and Responsibilities of the SAU Supervisor of SC Field Experiences

1. Makes certain that candidates have been approved and registered to enter the practicum and internship experience.
2. Collaborates with the unit field experience coordinator in the process of placing candidates at appropriate schools as needed.
3. Confirms with unit field experience coordinator that candidates have been accepted to begin work at specific PK-12 schools during the semester before Practicum II begins, and again during the semester prior to Internship.
4. Provides initial program orientation and training for onsite supervisors.
5. Adheres to the ACA and ASCA Code of Ethics, and the ACES Ethical Guidelines for Counseling Supervisors, modeling appropriate ethical decision making for candidates.
6. Contacts Practicum II site supervisors at the beginning of candidates' placements, monthly during the semester, and at the end of the candidates' practicum experience to evaluate candidates' progress.
7. Contacts internship site supervisors at the beginning of candidates' placements, at mid-term, and at the end of the candidates' internship experience to evaluate candidates' progress.
8. Provides a minimum of 1 ½ hours per week of group supervision for Practicum II and Clinical Internship candidates.
9. Provides effective and timely feedback to candidates on their performance using the applicable evaluation forms included in this manual.
10. Promptly communicates with candidates and site supervisors if there are any major concerns regarding performance or ethics, or if any changes need to be made in the structure or timing of the fieldwork.
11. Reviews all completed forms in Anthology, ensuring that they are up to date.
12. Provides additional support and supervision as needed when candidates developmental or remedial performance deficiencies exist.
13. Submits final grades for candidates.

Field Experience Assessment Plan

CACREP Data Collection for Each Candidate

Because the School Counselor Education Program at Southern Adventist University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and approved by the Tennessee State Department of Education, data is collected

about each candidate in the program. Data provided by site supervisors is very important in this process and will be collected at various points during the Practicum and Internship experience of the candidate.

Once it has been decided that a particular candidate will be working with the site supervisor toward his or her internship requirements, the site supervisor will receive specific information on how to complete several forms. These forms are designed to evaluate the candidate's knowledge, skills, and dispositions and are included in Appendix A of this manual. Site supervisors' timely completion of those instruments is critical and very much appreciated. Any additional input that site supervisors may provide for the SAU Counseling program faculty regarding the development and usage of these forms will be greatly valued as well.

Additional Information About Field Experiences

SAU Requirements for Practicum and Internship Sites

Southern Adventist University requires that all field experience sites be able to provide for the candidates the following opportunities:

1. A comprehensive school counseling program which preferably follows the ASCA model
2. Appropriate space for counseling (confidentiality)
3. Ability/equipment to video record for supervision if site supervisor is unable to be present during counseling sessions provided by the candidate.
4. Availability of computers and other technology resources necessary for up-to-date school counseling practice
5. Diverse student population
6. Opportunities to get involved in leadership activities within the school

Candidate Qualifications for Field Experiences

A. CLINICAL PRACTICUM II

1. All candidates are required to obtain two complete finger-printed background checks through a national database system and the Tennessee Bureau of Investigation (TBI), as part of their admissions requirements for the School Counseling program.
2. Before applying to the Clinical Practicum II experience, candidates must have completed the following courses:
 - Professional Counseling I
 - Ethics and Legal Aspects of Counseling
 - Theories and Techniques of Counseling
 - Practicum I

3. They must also be planning to take, concurrently with Practicum II, the following courses:
 - Foundations of School Counseling
 - Group Counseling and Procedures
 - Assessment and Appraisal
4. Readiness for Clinical Practicum II is assessed by the Counseling Program Council and based upon the candidate's previous performance. The assessment process enables program faculty to prescribe appropriate remedial experiences when necessary and/or identify areas of concern related to candidate performance, which can then be monitored closely by the site supervisor.

B. CLINICAL INTERNSHIP

1. Before enrolling in the Clinical Internship course, candidates must have successfully completed Clinical Practicum II, in addition to the following courses:
 - Professional Counseling I
 - Ethics and Legal Aspects of Counseling
 - Theories and Techniques of Counseling
 - Foundations of School Counseling
 - School Counseling Interventions for Exceptional Children
 - Multicultural Issues in Counseling
 - Advanced Lifespan Development
 - Drugs and Addictions
2. During their Clinical Internship experience, candidates will typically be taking the following additional courses:
 - Research and Program Evaluation
 - Multicultural Issues in Counseling
 - Child and Adolescent Psychopathology
 - Professional Counseling II
 - Crisis Counseling
 - Administration of School Counseling Services
3. Readiness for Clinical Internship is also assessed by the Counseling Program Council and based upon the candidate's previous performance.

Process for Enrolling in Field Experiences

A. Deadlines and Acceptance Procedures

1. All students must have obtained a passing score on their latest *Student Semester Progress and Annual Review* form and received Counseling Program Council (CPC) approval to enroll in School Counseling Practicum II or School Counseling Clinical Internship.

2. CPC approval should ideally be granted no later than March 1 to begin Clinical Practicum II or Clinical Internship in the following fall and winter semesters. However, exceptions to this guideline may apply due to the time when school counseling students are admitted to the program. School counseling candidates do not typically participate in Practicum II or Clinical Internship experiences during the summer, due to the unavailability of qualified schools.
3. Counseling Program Council's decision will be registered on the *Student Semester Progress and Annual Review* form completed for each candidate by the faculty at the end of every semester and made available on *Anthology*. Anthology is the online platform that manages assessments and field experiences in the counselor education program. Candidates have access to Anthology at any time during their studies in the counselor education program and will be able to find out about the CPC decision by accessing this form on Anthology.
4. Once the candidate has been approved to begin Clinical Practicum II, the Graduate Programs Manager will provide permission to register for COUN 585-School Counseling Practicum II. The Faculty Supervisor of School Counseling Field Experiences will then provide additional orientation and guidance through the rest of the school counseling field experience.

B. Placement Procedures

1. Placements are arranged by the Field Experience Coordinator and communicated to the faculty supervisor and respective candidates.
2. To facilitate accessibility of and ease of travel for SAU supervisors of school counseling field experiences, schools will be ideally located within a 50-mile radius of SAU. However, candidates residing outside the 50-mile ratio will still be allowed to request school placements closer to their homes. In such cases, the request must be made to the candidate's academic adviser who will in turn communicate it to the Field Experience Coordinator. The Field Experience Coordinator will then contact the school district where the candidate wishes to practice with the purpose of initiating placement procedures. Such sites must meet the requirements for practicum and internship sites established by the counselor education program.
3. Once a school district has approved a candidate to begin practice at a particular school, the candidate will be responsible for arranging a meeting (in-person or on Zoom) with the site supervisor, the candidate, and the SAU faculty supervisor. This meeting will provide opportunity to discuss program expectations, schedules, training goals and related matters.
4. At the end of the first interview, the following forms and documents must be completed in Anthology:
 - A-1 Setting and Site Supervisor Information
 - A-2A: Supervision Contract – Clinical Practicum II or
 - A-2B: Supervision Contract – Clinical Internship (as applicable)

5. All interviews must be conducted, and placements must be secured no later than the end of the semester prior to beginning internship.
6. Candidates **will not be allowed to begin their first day of field work** in COUN 585–School Counseling Clinical Practicum II or 586–School Counseling Clinical Internship, unless the Supervisor of SC Field Experiences has confirmed that all initial documentation has been submitted to the candidate’s file on Anthology. Initial documentation includes: SC Form A-1, Form A-2, and the *Hamilton County Department of Education Student Field Experience Approval Form* for those practicing in Hamilton County public schools
7. School counseling faculty supervisors will conduct their collaboration with site supervisors through in-person or zoom meetings. If the need arose for a faculty supervisor to conduct an in-person visit at a school located beyond a 50-mile radius of SAU, such a visit must be pre-approved by the CPC. Additionally, the candidate practicing at said school will be responsible for any travel expense incurred by the SAU faculty supervisor.

Liability Insurance and Enrollment in COUN 585/586

1. Liability coverage is provided for each candidate by Southern Adventist University while they are enrolled in COUN 585–Clinical Practicum II and COUN 586–Clinical Internship. For details regarding this coverage, please contact the SAU Risk Management Office at 423.236.2266.
2. In order to retain liability coverage during their field experiences, **candidates must remain registered for COUN 585–School Counseling Clinical Practicum II or COUN 586–School Counseling Clinical Internship during any semester in which they collect hours** toward completion of the requirements. If a candidate has registered for the total of 2 credits needed for COUN 585 and is unable to complete all course requirements for justified reasons at the end of the semester, the candidate will be assigned an *In Progress* (IP) grade. However, he or she will have to register for one (1) additional credit of COUN 585 every semester in which the candidate is still working toward the completion of the total 100 clock hours.

Likewise, if a candidate has registered for the total of 4 credits needed for COUN 586 and is unable to complete all course requirements for justified reasons at the end of the semester, the candidate will be assigned an *In Progress* (IP) grade. However, he or she will have to register for one (1) additional credit of COUN 586 every semester in which the candidate is still working toward the completion of the total 600 clock hours.
3. At all times, during their internship, candidates must be members of the American Counseling Association (ACA) and be covered by their complimentary professional insurance available to ACA Master’s Level Students.

Ethical Conduct

Candidates are expected to act in a professional manner and abide by the ethical principles of the American Counseling Association (ACA) and the American Counselor Association (ASCA). Site supervisors are expected to report to the SAU faculty supervisor any violation of these ethics' codes via email. Any proven violation of these ethics' codes will set in motion the following steps:

1. Site supervisor contacts faculty supervisor and explains what happened via email.
2. Faculty supervisor responds by setting a meeting with site supervisor and candidate to discuss the matter.
3. After communicating thoroughly with the candidate and determining how serious the violation was, both supervisors will submit recommendations for academic discipline to the Counseling Program Council. The situation could result in a final grade of 0% or F in this course, and it may cause the student's permanent dismissal from the Program.

Professional Conduct

A. Punctual Attendance at Practicum and Internship Sites

Candidates are expected to (a) be present at their practicum and internship sites during the hours for which they have been scheduled to work; (b) be punctual for appointments with students, their families, school staff, supervisors, and other scheduled meetings; (c) be prepared to submit all school and program reports and records on time; and (d) be respectful toward students, school staff, supervisors and any individual with whom they have contact.

In the event of a serious emergency that prevents candidate from being on time and/or present at the practicum or internship site when expected, candidate is required to make sure the site supervisor is informed about the situation as soon as candidate becomes aware of it. This should be done by speaking with site supervisor by phone and following up with an e-mail. Phone text messages will be accepted only if printed copies of the messages are available. If messages are left with the school secretary, candidates are expected to request a confirmation of the received message in writing.

Failure to fulfill this requirement will set in motion the following steps:

1. Site supervisor contacts faculty supervisor and explains what happened via e-mail.
2. Faculty supervisor responds by setting a meeting with site supervisor and candidate to discuss the matter.
3. If it becomes clear that candidate could have informed site supervisor about the situation and failed to do so, 20% will be deducted from candidate's final grade in this course.
4. If candidate repeats the situation, another 30% will be deducted from candidate's final grade in this course, resulting in a 0% or F.

B. Dress Code

It is important to dress professionally each day. Candidates must make a special effort for people to view them seriously and professionally. The professionals that candidates work with during their field experiences will be the people providing important references later.

Candidates should wear clothes that make them look mature and professional. They should notice what their colleagues at the school are wearing and dress similarly to their more formally dressed colleagues. Clothes should be clean and unwrinkled. Modest attire is expected. As such, women may want to wear a dress or either slacks or a skirt (knee length or below) with a sweater or jacket. Men may want to wear dress slacks, khakis, or a suit. Notice whether men in positions of leadership at the school are wearing ties and choose accordingly. It is better to be a little more formal than casual in comparison to what others at the schools are wearing.

Candidates should not wear revealing, low-cut, or overly tight shirts or short skirts. They should not dress in dirty or wrinkled clothes. Candidates should not wear jeans, shorts, sweatshirts, or sweatpants. They should not wear sneakers, flip-flops, hiking boots, or informal sandals. They should not wear hats or inappropriate head coverings.

When a school has dress-down Fridays, it is recommended that candidates still dress professionally. Unlike the full-time permanent staff counselors, candidates must demonstrate daily that they are at a professional level. Appropriate attire is a first step in conveying the right impression.

If a candidate is noticed to be in violation of this dress code, the following steps should be taken:

1. Site supervisor contacts faculty supervisor and explains what happened via e-mail.
2. Faculty supervisor responds by setting a meeting with site supervisor and candidate to discuss the matter.
3. If it becomes clear that candidate could have informed site supervisor about the situation and failed to do so, 20% will be deducted from candidate's final grade in this course.
4. If candidate repeats the situation for a second time, another 30% will be deducted from candidate's final grade in this course, resulting in a 0% or F.

Record Keeping

During practicum and internship, candidates must keep accurate time logs of their direct and indirect activities. These logs are recorded in Anthology and signed weekly by the school-based supervisor, or by the faculty supervisor in the case of group supervision logs. Only time logs are recorded in Anthology. Therapy Notes must be used, with established protocols for privacy, to record information pertaining to P-12 student sessions or interaction with student families.

Use of Technology

It is crucial that 21st century school counselors become proficient and integrate the use of technology in all aspects of their practice. Therefore, candidates are expected to demonstrate knowledge and skills in this area.

Specific assignments in practicum and internship courses are designed to ensure that candidates use technology to enhance communication and foster student learning during their field experience. For example, they are expected to use technology during their guidance lesson presentations, delivery of career counseling services, case study presentation, and needs assessment and program management evaluation.

It is crucial that site and faculty supervisors assist candidates in thinking about creative ways to integrate technology in their practice and locating technology resources that could be used throughout their clinical experience.

In the case of remote placements that require virtual participation in group supervision, the candidate will follow explicit guidelines established for the protection of P-12 student privacy and confidentiality. Specifically, the candidate will use the university-assigned Zoom account from a private room with a "do not disturb" notice on the door, and use headphones for confidentiality.

Learning Activities and Performance Indicators

A. Clinical Practicum II

1. *Formative Evaluations:*

Candidates are required to progress toward meeting the program's core objectives and expected proficiencies as established by the conceptual framework of the SAU professional education unit, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the requirements of the State of Tennessee Education Department, and the components of the American School Counselor Association (ASCA) National Model. Therefore, learning activities and performance indicators that are congruent with these standards have been developed for the Clinical Practicum II experience.

These learning activities and performance indicators are included in Appendix A of this manual as a reference for candidates and their supervisors as they become familiar with these forms. However, these forms are typically completed in electronic form in Anthology.

The learning activities are described in Form A-2A. The performance indicators are described in Forms MP-1 to MP-5B-1 and 2, and E-1 to E-4. Performance indicators are divided in formative and summative evaluation forms.

During the period between the first and last interviews among candidate, site supervisor and SAU supervisor, the following forms must be completed in Anthology for the purpose of monitoring candidate's formative progress:

- MP-1 Site Individual Supervision Session Report
- MP-2 Supervisor Contact Report
- MP-3 Self-Evaluation of Recorded Counseling Session
- MP-4 Recorded Counseling Session Feedback
- MP-5 Activity Log

2. *Summative Evaluations:*

At the end of each semester, site supervisors are asked to complete in Anthology Practicum II Forms E-4 and E-5 (see Appendix A of this manual for reference). When completing E-4, site supervisors are asked to rate the performance of candidates on a scale of 1-5 with "5" representing complete mastery of the performance indicator. Candidates enrolled in COUN 585 – School Counseling Clinical Practicum II must achieve a minimum rating of "3" on all indicators and a final grade of at least "B" to proceed to COUN 586 – School Counseling Internship.

Once these forms have been completed, the candidate will be responsible for arranging an end-of-semester site evaluation session, in person or on Zoom, where candidate, site supervisor, and SAU supervisor will discuss the candidate's performance at the practicum site and will exchange feedback regarding the candidate's experience.

The following evaluation forms must be completed in the candidate's Anthology file immediately after the end-of-semester evaluation session.

- E-1 Case Sample Rubric
- E-2 Field Experience: Diversity Form
- E-3 Evaluation of Internship Site
- E-4 Evaluation of Candidate's Clinical Practice
- E-5 Field Professional Conduct and Dispositions

B. Clinical Internship

1. *Formative Evaluations:*

Learning activities and performance indicators that are congruent with the standards referenced above have also been developed for the Clinical Internship experience. Some learning activities are introduced in Practicum II and reinforced in Internship while others are introduced in Internship and refined throughout the semester- or year-long internship experience.

These learning activities and performance indicators are included in Appendix A of this manual as a reference for candidates and their supervisors as they become familiar with these forms. However, these forms will need to be completed in electronic form in Anthology.

The learning activities are described in Form A-2B. The performance indicators are described in Forms MP-1 to MP-5B-1 and 2, and E-1 to E-4. Performance indicators are divided in formative and summative evaluation forms.

During the period between the first and last interviews among candidate, site supervisor and SAU supervisor, the following forms must be completed in Anthology for the purpose of monitoring candidate's formative progress:

- MP-1 Site Individual Supervision Session Report
- MP-2 Supervisor Contact Report
- MP-3 Self-Evaluation of Recorded Counseling Session
- MP-4 Recorded Counseling Session Feedback
- MP-5 Activity Log

3. *Summative Evaluations:*

At the end of each semester, site supervisors are asked to complete in Anthology SC Internship Forms E-4 and E-5 (see Appendix A of this manual for reference). When completing E-4, site supervisors are asked to rate the performance of candidates on a scale of 1-5 with "5" representing complete mastery of the performance indicator. Candidates enrolled in COUN 586 – School Counseling Internship must achieve a minimum rating of "4" on all indicators and a final grade of at least "B" to be considered competent for independent practice in the school counseling setting, and to be able to graduate from the Clinical Mental Health Counseling program at Southern Adventist University.

Once these forms have been completed, the candidate will be responsible for arranging an end-of-semester site evaluation session where candidate, site supervisor, and SAU supervisor will discuss the candidate's performance at the practicum site and will exchange feedback regarding the candidate's experience.

The following evaluation forms must be completed in the candidate's Anthology file immediately after the end-of-semester evaluation session.

- E-1 Case Sample Rubric
- E-2 Field Experience: Diversity Form
- E-3 Evaluation of Internship Site
- E-4 Evaluation of Candidate's Clinical Practice

- E-5 Field Professional Conduct and Dispositions

It is imperative that both candidates and supervisors understand these activities and performance indicators to ensure the successful completion of the candidates' practicum experience.

Site supervisors are asked to carefully review all the forms included in this manual and discuss any questions they might have with the SAU Supervisor of Clinical Field Experiences.

Explanation of Overall Learning Expectations

1. **Observation and orientation:** Candidates' orientation to school procedures and operations is important. Candidates should observe their site supervisors in various functions, as well as other professionals or specialists in the school such as the school psychologist, nurse, and principal. This observation phase should be long enough to orient the candidate, but not so long as to interfere with the experiential quality of the field experience.
2. **Development of Individual and Group Counseling Skills:** Candidates must have the opportunity to counsel students under supervision. Field experiences should support the development of individual and group counseling skills, and supervisors should provide the feedback that candidates need to improve their skills.
3. **Classroom Guidance Skills:** Candidates are expected to develop units for the developmental curriculum that are delivered via classroom guidance. Since the SAU program stresses reaching all students, competency in classroom guidance is considered vital, and mastering the facilitation skills necessary to conduct classroom guidance is an important aspect of the practicum and internship experiences.
4. **Consultation Skills:** During practicum and internship, candidates are expected to provide helpful consultation to teachers, parents, and other colleagues. Areas in which candidates can consult with other educators include student achievement, career development, student assessment, and problems students might encounter, such as dealing with divorce in their families, school-based conflicts, and academic and educational decision-making.
5. **Leadership Skills:** Candidates will be expected to demonstrate leadership during field experiences. This may mean coordinating a project, writing a grant, conducting in-service for the staff, or implementing a new student-oriented program at their schools.
6. **Community Outreach:** Future school counselors must know how to use the available resources in the community to improve student achievement. Specific assignments in practicum and internship classes are designed to encourage students to learn about their communities and its resources. A community mapping assignment in practicum requires candidates to map the resources around their practicum site so they can begin to understand the importance of reaching out and utilizing community resources in the education of children and adolescents.

Candidates are expected to be involved in community outreach and consultation during their field experience.

7. **Program Development and Evaluation:** Future school counselors will engage in the evaluation of a school counseling program, based on one of the schools where they are completing hours of internship.
8. **Client Population:** All candidates will be placed in schools with diverse populations and will be expected to be actively involved providing school counseling services to students representing diversity in demographics, academic ability, and other characteristics.
9. **IMPORTANT NOTICE: If site supervisors observe that a SAU candidate who is completing hours of practicum or internship is not fulfilling the established requirements for ethical conduct, professional behavior or any other type of performance expected of professional school counselors-in-training, they should contact the faculty supervisor immediately. They should not wait until the end of the semester to make the faculty supervisor aware of the situation.**

Summary of Practicum and Internship Requirements

	PRACTICUM	INTERNSHIP
FOCUS	Observation and ability to apply theoretical knowledge while participating in activities typically required of a school counselor in a comprehensive school counseling program (ASCA National Model)	Individual and group counseling in addition to all activities of a regularly employed school counselor in a comprehensive school counseling program (ASCA National Model)
HOURS	100 clock hours over 1 or 2 semesters split between PK-8 and 9-12 school grade levels	600 clock hours over 1 or 2 semesters split between PK-8 and 9-12 school grade levels
DIRECT CONTACT HOURS	40 clock hours defined only as: <ul style="list-style-type: none"> ◆ Individual Counseling ◆ Group Counseling ◆ Consultation with parents or legal guardians ◆ Delivery of developmental guidance lessons 	240 clock hours defined only as: <ul style="list-style-type: none"> ◆ Individual Counseling ◆ Group Counseling ◆ Consultation with parents or legal guardians ◆ Delivery of developmental guidance lessons
INDIRECT HOURS	60 clock hours in orientation, observation, planning, supervision, meetings, recordkeeping, etc.	360 clock hours of planning, supervision, meetings, record-keeping, leadership, etc.
VIDEO RECORDING	Required, unless site supervisor is present during counseling sessions	Required, unless site supervisor is present during counseling sessions.
SUPERVISION	<ul style="list-style-type: none"> ◆ 1-hour individual supervision each week with site or school-based supervisor ◆ 1.5 hours group supervision each week at SAU 	<ul style="list-style-type: none"> ◆ 1-hour individual supervision each week with site or school-based supervisor ◆ 1.5 hours group supervision each week at SAU

APPENDIX

A

Forms and Performance Indicators

(Note: **"A" Forms** must be completed at the beginning of practice at any school. **"MP" forms** must be completed between the beginning and end of practice. **"E" forms** must be completed when the candidate is exiting practice at any school. **"X"** forms are needed in some sites only as indicated.)

Form A- 1

Setting and

Site Supervisor
Information



A-1: Setting and Site Supervisor Information

Purpose: An assessment of school suitability, and school-based supervisor qualifications to serve as an SAU partner in the provision of supervised practicum/internship experiences for School Counseling candidates.

Completion: During initial meeting with candidate and before candidate begins practicum/internship experience at each site.

Instructions: Please access Anthology and complete this form electronically.

Name of Candidate: _____ **Date:** _____

Name of School: _____

Address of School: _____

City: _____ **State:** _____ **Zip:** _____ **Phone: ()** _____

Name of Site Supervisor: _____

Site Supervisor's Home Address: _____

Site Supervisor's E-mail Address: _____

Site Supervisor's Telephone and/or VP Number: _____

Number of years as a counselor at these grade levels: _____

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

I. SITE SUPERVISOR'S FORMAL TRAINING

Universities Where Graduated

Degrees Earned

Majors

II. SITE SUPERVISOR'S PROFESSIONAL CERTIFICATIONS/LICENSES AND PROFESSIONAL WORK EXPERIENCE

1. What professional license do you hold in order to practice in the field of School Counseling?

2. Do you hold any other professional credentials? Yes No

If yes, which one(s)?

III. PROFESSIONAL ASSOCIATIONS

List the **counseling professional association(s)** and divisions in which you currently hold membership.

IV. TRAINING IN COUNSELING SUPERVISION

1. Do you have any counseling supervision credential(s)? Yes No
If yes, which one(s)?
-

2. Have you received any supervision training from a source other than Southern Adventist University? Yes No

If yes, please provide a description including the approximate dates.

3. Have you taken the supervision training offered by the SAU Counselor Education Program? Yes No

4. If you have not received any previous training in supervision, the SAU Counselor Education Program requests that you complete the supervision training offered by this program. Will you be willing to complete this training? Yes No

If yes, please, ***make sure you complete it before you start supervising a school counseling student.***

5. Have you previously served as a site supervisor for the SAU School Counselor Education program? Yes No

If yes, please include the approximate date(s): _____

If any, what is the approximately total number of students you have supervised? _____

Of those supervised, how many have been SAU students? _____

6. Will you be able to provide at least 1 hour of individual supervision per week for our candidate? Yes No

V. SCHOOL CHARACTERISTICS

Grade Levels in this School: _____ **Number of School Counseling Staff:** _____

Student/School Counselor Ratio: _____ **Total Number of School Faculty:** _____

Current Student Enrollment: _____

Ethnic Composition of Student Body by Percentage:

American Indian/Alaskan Native: _____ Asian/Pacific Islander: _____ African American: _____

Caucasian: _____ Hispanic: _____ Other: _____

1. Will candidates be able to provide individual counseling? Yes No
2. Will candidates be able to provide group counseling? Yes No
3. Will candidates be provided with private office space for individual and/or group counseling? Yes No
4. Will candidates be able to video record their counseling sessions? Yes No
If not, will they be able to receive live supervision of their interactions with students at all times? Yes No
5. Will candidates be able to participate in professional counseling activities, in addition to direct service, such as record keeping, information and referral, and in-service and staff meetings? Yes No
6. Will candidates have access to computers and other technology resources? Yes No
7. What about your school would be most helpful for our candidates? _____

8. What (if anything) about your school would provide a limitation to the clinical experience of our candidates?

VI. PROGRAM REQUIREMENTS AND CONCEPTUAL FRAMEWORK

1. Has the faculty supervisor provided an orientation covering the expectations, assessments, and procedures for the placement? Yes No
2. Do you have a good understanding of the SAU School Counseling Education Program internship requirements and conceptual framework? Yes No
2. Do you have any positive feedback about these requirements and conceptual framework? Yes No

Please explain:

3. Do you have any constructive feedback about these requirements and conceptual framework? Yes No

Please explain: _____

VII. COLLABORATION

1. How could we, as the SAU Counselor Education program faculty, and you, as our supervision partner share expertise to support candidates' learning in field experiences and clinical practice?

2. What preparation or professional development activities and benefits would you like to receive in order to be better equipped for your role as site supervisor?

Site Supervisor's Name

Site Supervisor's Signature

Date

Form A- 2A

Supervisor Contract

Clinical Practicum II:

School Counseling



A-2A: Supervision Contract - Practicum COUN 585-School Counseling Clinical Practicum II

Purpose: A contract made by the candidate, SAU supervisor of SC field experiences, and site supervisor about their roles and responsibilities, as well as the candidate’s learning goals during the practicum experience.

Completion: By the candidate, SAU supervisor of SC field experiences and site supervisor during their initial and last meetings regarding the candidate’s fieldwork experience.

Instructions: Use this form to agree on the roles and responsibilities that will be assumed by the candidate, the site supervisor, and the SAU supervisor of SC field experiences during the practicum period. Where candidate’s roles and responsibilities are specified, please check (✓) the learning activities initially planned by the candidate, and whether these were accomplished by the end of the practicum period or not. Once roles and responsibilities have been discussed and agreed upon, please complete this form electronically by accessing Anthology.

Candidate’s Name: _____ **Date:** _____

A. Roles, Responsibilities, and Learning Goals of the Candidate:

I. As a CARING PERSON , the candidate will engage in the following activities: Responsive Services	Can Do	Completed
	✓	✓
1. Maintain an active caseload of at least <u>one</u> (1) child/adolescent seen in individual counseling at each school where you are placed during the Practicum II semester.		
2. Videotape individual and group counseling sessions.		
3. Assist on-site school counselor in offering crisis-related counseling services to students in crisis, as needed.		
4. Become familiar with community referral sources and procedures, and practice at contacting them.		
5. Sit in and observe at least <u>one</u> (1) case conference where the school supervisor is consulting with parents or legal guardians.		
6. Sit in and observe at least <u>one</u> (1) case conference where the school supervisor is consulting with teachers, and other professionals in the school or community.		
7. Assist the supervisor in peer facilitation programs, as available.		

II. As an INFORMED FACILITATOR OF LEARNING , the candidate will engage in the following activities: Guidance Curriculum		
1. Complete 3 separate hours of classroom observation focusing on how teachers deliver their lessons and how classroom management and discipline implemented.		
2. Collect a variety of materials useful for classroom guidance presentations.		
3. Plan and present at least <u>two</u> (2) guidance lessons using different forms of technology.		
4. Collect data that demonstrate student learning as a result of the guidance presented.		
Individual Student Planning		
1. Become familiar with formal and informal assessment instruments administered by the school counseling and guidance program.		
2. Compile a list of all assessment instruments used, including a brief description and purpose of the instrument.		
3. Acquire knowledge of how tests used in the school counseling program are administered, scored, and interpreted.		
4. Assist students with course scheduling and career-related decisions, if this is included in the on-site school counselor's responsibilities.		
5. Become acquainted with the procedures and process for exceptional student education and placement. Examine the referral process and tests that are most frequently used in the school to serve exceptional students.		
III. As a REFLECTIVE DECISION-MAKER , the candidate will engage in the following activities: System Support		
1. Become oriented to the general procedures and policies of the school system, including procedures developed to address crisis/emergency situations.		
2. Learn basic information about managing program resources.		
3. Participate in at least <u>one</u> hour of individual supervision every week.		
4. Participate in staff meetings and in-service training for faculty and staff.		
5. Interview principal or school counseling site supervisor about school crisis plan.		
6. Reflect on his/her own learning needs and participate in one activity that is personally meaningful to him/her. The activity will involve: _____ _____		
IV. As a COMMITTED PROFESSIONAL , the candidate will engage in the following activities: At all times		
1. Practice ethical and legal standards relevant to the counseling profession and the school setting, including the adherence to strict confidentiality practices.		
2. Model attitude, language, and attire which are highly desirable in the school setting.		
3. Establish rapport and provide services to students from diverse groups.		

B. Roles and Responsibilities of Site Supervisors:

1. Adhere to ethical standards of their profession and be familiar with the ACA and ASCA Codes of Ethics, as well as the ACES Ethical Guidelines for Counseling Supervisors.
2. Introduce candidates to teachers, administrators, and other staff with whom they will come into contact.
3. Assist candidates in becoming familiar with the organizational structure of the school system and how counseling services fit into that system. Help them to become familiar with the structures and policies of the school, i.e., curriculum, extracurricular activities, disciplinary policies, etc.
4. Allow candidates to shadow site supervisors as they provide the full range of professional school counselor responsibilities.
5. Facilitate participation in classroom observations, case management and case conferences, parent-teacher conferences, PTA-PTO meetings, and other essential school functions. Observation of special populations and classrooms such as the academically gifted and talented and the full range of special education classrooms is important.
6. Assist candidates in learning about, planning, implementing, and evaluating a comprehensive developmental guidance unit.
7. Allow candidates to observe and assist with special services such as at-risk programming, in-school suspension, and crisis management teams.
8. Provide candidates with opportunities to learn methods of assessing students (behavioral observations, standardized tests, behavioral rating scales, etc.) for the purposes of counseling and consulting with parents and teachers.
9. Provide candidates with time and opportunities to review available counseling materials (such as games, kits, career information, software programs, etc.).
10. Assist candidates in locating technology resources for use during guidance lesson presentations, career counseling, and any other school counseling service that could be enhanced with the use of technology.
11. Assist candidates in locating students who will benefit from individual and/or group counseling.
12. Assist candidates in gaining parental permission to provide counseling services, as applicable.
13. Provide one (1) clock hour of weekly site individual supervision for candidates.
14. Discuss candidates' progress with SAU supervisor at different points during the semester.
15. Complete all required SAU fieldwork forms in timely manner.

C. Roles and Responsibilities of the SAU Supervisor of CMHC Field Experiences:

1. Makes certain that candidates have been approved and registered to enter the practicum experience.
2. Collaborates with the Hamilton County Department of Education office and area schools to facilitate the placement of candidates at appropriate schools.
3. Confirms that candidates have been accepted to begin work at specific PK-12 schools during the semester before Practicum II begins.
4. Provides initial program orientation and training for site supervisors.
5. Adheres to the ACA and ASCA Codes of Ethics, and the ACES Ethical Guidelines for Counseling Supervisors, modeling appropriate ethical decision making for candidates.

6. Contacts Practicum II site supervisors at the beginning of candidates' placements, every two weeks during the semester, and at the end of the candidates' practicum experience to evaluate candidates' progress.
7. Provides a minimum of 1 ½ hours per week of group supervision for candidates.
9. Provides effective and timely feedback to candidates on their performance using the applicable evaluation forms included in this manual.
10. Promptly communicates with candidates and site supervisors if there are any major concerns regarding performance or ethics, or if any changes need to be made in the structure or timing of the fieldwork.
11. Reviews all completed forms in Anthology.
12. Provides additional support and supervision as needed when candidates show performance deficiencies.
13. Submits final grades for candidates.

D. Agreement

I have read and discussed the roles and responsibilities involved in the supervision and clinical practice of Southern Adventist University School Counseling candidates, and I am willing to fulfill the expectations pertaining to my position as described above.

Candidate's Printed Name: _____

Candidate's Signature: _____ Date: _____

Onsite Supervisor's Printed Name: _____

Onsite Supervisor's Signature: _____ Date: _____

SAU Supervisor of SC Field Experiences' Name: _____

SAU Supervisor of SC Field Experiences' Signature: _____ Date: _____

Form A- 2B

Supervisor Contract

Clinical Internship:

School Counseling



A-2B: Supervision Contract - Internship

COUN 586 – School Counseling Internship

Purpose: A contract made by the candidate, SAU supervisor of SC field experiences, and site supervisor about their roles and responsibilities, as well as the candidate’s learning goals during the internship experience.

Completion: By the candidate, SAU supervisor of SC field experiences and site supervisor during their initial and last meetings regarding the candidate’s internship experience.

Instructions: Use this form to agree on the roles and responsibilities that will be assumed by the candidate, the site supervisor, and the SAU supervisor of SC field experiences during the internship period. Where candidate’s roles and responsibilities are specified, please check (✓) the learning activities initially planned by the candidate, and whether these were accomplished by the end of the internship period or not. Once roles and responsibilities have been discussed and agreed upon, please complete this form electronically by accessing Anthology.

Candidate’s Name: _____ **Date:** _____

A. Roles, Responsibilities, and Learning Goals of the Candidate:

	Can Do ✓	Completed ✓
I. As a CARING PERSON , the candidate will engage in the following activities: Responsive Services		
3. Maintain an active caseload of at least <u>six</u> (6) children/adolescents seen in individual counseling across two semesters of internship.		
2. Lead or co-lead <u>three</u> (3) small groups on site, preferable developmental or problem-focused in nature during their second semester of internship.		
3. Video record individual and group counseling sessions.		
4. Assist site school counselor in offering crisis-related counseling services to students in crisis, as needed.		
5. Make community referrals as necessary.		
6. Sit in and observe at least <u>three</u> (3) case conferences where the school supervisor is consulting with parents or teachers.		
7. Consult with parents/guardians, teachers, other educators, and community agencies on behalf of students and their families.		
II. As an INFORMED FACILITATOR OF LEARNING , the candidate will engage in the following activities: Guidance Curriculum		
1. Observe teachers and counselors during teaching/guidance sessions.		
2. Compile variety of materials useful for classroom guidance presentations.		
3. Plan and present at least <u>six</u> (6) guidance lessons using different forms of technology.		

Individual Student Planning		
1. Compile an annotated list of career counseling resources.		
2. Assist at least <u>two</u> (2) High School students with course scheduling and career-related decisions, making use of technology to enhance their learning.		
3. Become acquainted with the procedures and process for exceptional student education And placement. Examine the referral process and tests that are most frequently used in the school to serve exceptional students.		
4. Sit in at least <u>two</u> IEP meetings as an observer.		
5. Provide services for a student with an IEP and develop a case study about the services provided.		
6. Present at least <u>one</u> (1) parent workshop or informational session for parents and guardians.		
7. Create and actively seek opportunities to integrate technology in all possible tasks and activities.		
8. Lead or co-lead in the implementation of a peer facilitation program.		
III. As a REFLECTIVE DECISION-MAKER , the candidate will engage in the following activities: System Support		
1. Become oriented to the general procedures and policies of the school system and the school counseling program, including procedures developed to address crisis/emergency situations.		
2. Participate in at least <u>one</u> hour of individual supervision every week.		
3. Participate in staff meetings and in-service training for faculty and staff.		
4. Consult with at least <u>two</u> (2) school and/or community professionals regarding school counseling issues.		
5. Acquire good working knowledge of budget issues and school counseling program funding resources.		
6. Reflect on his/her own learning needs and participate in one activity that is personally meaningful to him/her. The activity will involve: _____		
IV. As a COMMITTED PROFESSIONAL , the candidate will engage in the following activities: At all times		
1. Practice ethical and legal standards relevant to the counseling profession and the school setting, including the adherence to strict confidentiality practices.		
2. Model attitude, language, and attire that are highly desirable in the school setting.		
3. Establish rapport and provide services to students from diverse groups.		

B. Roles and Responsibilities of Site Supervisors:

1. Adhere to ethical standards of their profession and be familiar with the ACA and ASCA Codes of Ethics, as well as the ACES Ethical Guidelines for Counseling Supervisors.
2. Introduce candidates to teachers, administrators, and other staff with whom they will come into contact.

3. Assist candidates in becoming familiar with the organizational structure of the school system and how counseling services fit into that system. Help them to become familiar with the structures and policies of the school, i.e., curriculum, extracurricular activities, disciplinary policies, etc.
4. Allow candidates to shadow site supervisors as they provide the full range of professional school counselor responsibilities.
5. Facilitate participation in classroom observations, case management and case conferences, parent-teacher conferences, PTA-PTO meetings, and other essential school functions. Observation of special populations and classrooms such as the academically gifted and talented and the full range of special education classrooms is important.
6. Assist candidates in learning about, planning, implementing, and evaluating a comprehensive developmental school counseling program.
7. Allow candidates to observe and assist with special services such as at-risk programming, in-school suspension, and crisis management teams.
8. Provide candidates with opportunities to learn methods of assessing students (behavioral observations, standardized tests, behavioral rating scales, etc.) for the purposes of counseling and consulting with parents and teachers.
9. Provide candidates with time and opportunities to review available counseling materials (such as games, kits, career information, software programs, etc.).
10. Assist candidates in locating technology resources for use during guidance lesson presentations, career counseling, and any other school counseling service that could be enhanced with the use of technology.
11. Assist candidates in locating students who will benefit from individual and/or group counseling.
12. Assist candidates in gaining parental permission to provide counseling services, as applicable.
13. Provide one clock hour of weekly site individual supervision for candidates.
14. Discuss candidates' progress with SAU supervisor at different points during the semester.
15. Complete all required SAU fieldwork forms in timely manner.

C. Roles and Responsibilities of the SAU Supervisor of SC Field Experiences:

1. Makes certain that candidates have been approved and registered to enter the internship experience.
2. Collaborates with the Hamilton County Department of Education office and area schools to facilitate the placement of candidates at appropriate schools.
3. Confirms that candidates have been accepted to begin work at specific PK-12 schools during the semester before Internship begins.
4. Provides initial program orientation and training for site supervisors.
5. Adheres to the ACA and ASCA Codes of Ethics, and the ACES Ethical Guidelines for Counseling Supervisors, modeling appropriate ethical decision making for candidates.
6. Contacts Internship site supervisors at the beginning of candidates' placements, at mid-point, and at the end of the candidates' internship experience to evaluate candidates' progress.
7. Provides a minimum of one and one-half hours per week of group supervision for candidates.
9. Provides effective and timely feedback to candidates on their performance using the applicable evaluation forms included in this manual.
10. Promptly communicates with candidates and site supervisors if there are any major concerns regarding performance or ethics, or if any changes need to be made in the structure or timing of the fieldwork.
11. Monitors completion of all documents and assessments found in Anthology.

12. Provides additional support and supervision as needed when candidates show performance deficiencies.
13. Submits final grades for candidates.

D. Agreement

I have read and discussed the roles and responsibilities involved in the supervision and clinical practice of Southern Adventist University School Counseling candidates, and I am willing to fulfill the expectations pertaining to my position as described above.

Candidate's Printed Name: _____

Candidate's Signature: _____ Date: _____

Site Supervisor's Printed Name: _____

Site Supervisor's Signature: _____ Date: _____

SAU Supervisor of SC Field Experiences' Name: _____

SAU Supervisor of SC Field Experiences' Signature: _____ Date: _____

Form MP- 1

Site Individual Supervision

Session Report



MP-1: Site Individual Supervision Session Report

Purpose: A report of the topic(s) covered during the one-hour individual supervision meeting of candidate with school-based supervisor on weekly basis.

Completion: At the end of the weekly meeting.

Instructions: Please fill out the following chart according to the topic(s) discussed during your individual supervision meeting. This report may be filled out by either the candidate or the site supervisor and must be completed directly in Anthology.

Candidate Name: _____ **Week #** _____

Enrolled in: **Clinical Practicum II** **Clinical Internship**
Currently at school level: **Elementary** **Middle** **High**

SUBJECT	COMMENTS
Focus of the supervision session (weekly topic):	
Strengths of candidate (related to weekly topic):	
Areas for growth:	
Follow-up for next session:	
Ethical concerns about issues at the site:	

Candidate Signature: _____ Date: _____

Site Supervisor Name: _____

Site Supervisor Signature: _____ Date: _____

Form MP- 2

Guidance Lesson

Evaluation



MP-2: Guidance Lesson Evaluation

Candidate's Name: _____ **Date:** _____

School Supervisor: _____ **Subject:** _____

Purpose: An evaluation of the effectiveness of guidance lessons designed and presented by the candidate.

Completion: To be completed by site supervisor in Anthology after each guidance lesson presentation.

Instructions: Use this form to provide your candidate with specific feedback that will enable them to focus on areas of strength as well as areas for future growth.

Performance Indicator	Unacceptable (1)	Developing	Proficient (2)	Exceptional (3)
GL 1. Motivation	There was no use of an attention-getting feature or other motivational element.	Attention-getting activity or other motivator was in evidence but was only partially effective.	Initial attention-getting activity or a comparable motivator was used effectively.	Attention and motivation of all students were achieved within the first few moments of the lesson and were maintained throughout.
GL 2. Instructional Strategies	Modeling, demonstration, or comparable instructional strategies were not evident.	Modeling and/or demonstration or a comparable instructional strategy was in evidence but was only partially effective.	Modeling and/or demonstration or a comparable instructional strategy was evident and was effective in supporting learning on the part of nearly all students.	Modeling and/or demonstration or a comparable instructional strategy was effective in supporting learning on the part of all students.

Performance Indicator	Unacceptable (1)	Developing	Proficient (2)	Exceptional (3)
GL 3. Clarity	Content and/or directions were unclear.	Content and directions were explained with sufficient clarity to engage some of the students.	Content and directions were explained clearly.	Content and directions were effective in engaging all students.
GL 4. Rapport	Rapport with students was not evident.	Efforts to establish rapport with students were evident.	Rapport with nearly all students was evident and effective throughout nearly all of the lesson.	Rapport with all students was evident and effective throughout the lesson.
GL 5. Enthusiasm	Communication suggested passivity in regard to the topic.	Communication and demeanor conveyed some degree of the importance or relevance of the topic.	Communication and demeanor conveyed to the students the importance and relevance of the topic, inviting student engagement.	Communication and demeanor conveyed an appropriate enthusiasm about the topic and helped to engage all students throughout the lesson.
GL 6. Student Engagement	Student engagement in the lesson was minimal or not apparent.	Some students were engaged in the lesson for a significant part of the time.	Nearly all students were actively engaged throughout nearly all of the lesson	All students were actively engaged throughout the lesson.
GL 7. Inclusion	Some students failed to engage in the lesson and little or no effort was made to include them.	Efforts to include all students were evident.	All students were included in lesson discussions and activities.	Presenter showed sensitivity to students who tended to remain quiet, and skillfully drew them into discussion and/or activities.

Performance Indicator	Unacceptable (1)	Developing	Proficient (2)	Exceptional (3)
GL 8. Supplementary Materials	Supplementary materials would have been helpful to achieving lesson objectives but were not used or were not used effectively.	Supplementary materials were used with some degree of effectiveness.	Supplementary materials were used effectively to achieve lesson objectives OR no supplementary materials were called for and lesson objectives were satisfactorily achieved without them.	Supplementary materials of a creative nature contributed to the achievement of lesson objectives and the learning of all students.
GL 9. Technology	The use of appropriate technology would have been helpful to achieving lesson objectives but technology was not used or was not used effectively.	Technology was used with some degree of effectiveness.	Technology was used effectively to support lesson objectives OR no technology was called for and lesson objectives were satisfactorily achieved without the use of technology.	Technology was creatively used in a way that contributed to the achievement of lesson objectives and the learning of all students.
GL 10. Content Knowledge	Knowledge of content was clearly lacking.	Content knowledge was evident but was not deep or broad enough to fully meet the learning needs of the students.	Presenter demonstrated competent knowledge of content being presented. Knowledge of content was sufficient to meet the learning needs of nearly all students.	Presenter drew from a deep knowledge of subject and related content to make the lesson meaningful for all students

Performance Indicator	Unacceptable (1)	Developing	Proficient (2)	Exceptional (3)
GL 11. Pacing	Attention to pacing was not evident.	Attention to pacing was evident but not all points of the lesson were addressed appropriately within the given time, or the activities failed to fill the allocated time frame.	Presenter sequentially addressed each point of the lesson within the allocated time.	Presenter sequentially addressed each point of the lesson within the allocated time frame, yet managed to take advantage of teachable moments occasioned by the discussion and involvement of the students.
GL 12. Assessment Tool for Impact on Learning	Assessment tools did not match description of student performance on unit/step objectives.	Assessment tools matched unit/step objectives, but were incomplete in description of administration or scoring procedures or directions to students.	Assessment Tools: <ul style="list-style-type: none"> • Matched description of student performance on unit/step objectives • Included administration procedures and directions to students • Included criteria for scoring acceptable/incorrect responses • Had identical or comparable pre- and post-measures (difficulty, number of items, format) 	In addition to meeting the criteria for Proficient, assessment tools were very clear in their directions and purpose, were efficient, and were presented in a neat, uncluttered, attractive format.
GL 13. Demonstrated Impact on Learning	Impact on learning was not assessed OR attainment of Student Learning Goal was below 5 percent	Attainment of Student Learning Goal was assessed at 5 to 24 percent.	Attainment of Student Learning Goal was assessed at 25 to 69 percent.	Attainment of Student Learning Goal was assessed at 70 percent or greater.

Form MP- 3

Self-Evaluation of

Recorded Counseling
Session

MP-3: Self-Evaluation of Recorded Counseling Session



Purpose: To evaluate own performance during counseling session to increase awareness of areas of strength, as well as areas for future growth.

Completion: To be completed after viewing video recorded counseling session.

Instructions: Carefully watch your recorded counseling session, while you reflect on and evaluate the entire experience. Then, provide the information requested below before presenting your videorecording in individual or group supervision. This form must be completed in Anthology before presenting your videorecorded session.

Candidate Name: _____ **Date:** _____

Student Initials: _____ **Session #:** _____

1. Background information. (Student description, demographics, presenting problem, major conflict): _____

2. Intended goal. (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?): _____

3. Counseling microskills. (What microskills were predominantly used in this session? Were these appropriate to the timing and issue(s) being discussed?): _____

4. Conceptualization. (Your interpretation of what was happening with the student, hypotheses concerning possible intervention approaches): _____

5. What was the point in this session where you felt you needed most help? _____

Turn to next page →

6. What point on tape was the most crucial for the student? (Was there an “Aha! Moment”? Was the point of understanding forced on by you, or did the student come up with his/her own understanding?)

7. Your reaction to the session. (YOUR thoughts and feelings about what happened in the session, what went well (or didn’t go well) in the session, and why):

8. What would you have done differently and why. (What are some different counseling skills, responses, and interventions that you might have used instead and why?):

9. Plans for further counseling with this student:

10. How does this assignment relate to your future work as a counselor? In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a school counselor?

11. Rate your overall performance in this session based on the criteria delineated below:

Level 1	Level 2	Level 3	Level 4	Level 5	Enter Score
Unacceptable. Have no knowledge of how to conduct a counseling session	Remember & understand central concepts.	Apply knowledge of central concepts	Analyze and evaluate the situation, but do not know what to do.	Create meaningful responses and interventions.	① ② ③ ④ ⑤

Form MP- 4

Recorded Counseling

Session Feedback

MP-4: Recorded Counseling Session Feedback



Candidate Name: _____ Course # & Name: _____
School Name: _____ Elementary Middle High

Purpose: An evaluation of the candidate in terms of his/her counseling knowledge and skills.

Completion: At the time when candidate presents his/her videotaped counseling session during Practicum II or Internship Individual/Group Supervision. Rating is completed in Anthology by the faculty clinical supervisor.

Instructions: This evaluation consists of four parts congruent with the Conceptual Framework of the SAU School Counselor Education Program: *Caring Person, Informed Facilitator of Learning, Reflective Decision-maker, and Committed Professional*. The rubric has been organized using BLOOM'S TAXONOMY (Revised, Anderson & Krathwohl, 2001), which outlines the shifts in thinking that learners experience as they progress from "novice" to more "expert" thinking.



For the purposes of this rubric, **LEVEL 1** represents candidate behaviors that indicate that the candidate does not have access to, or chooses not to access, the information learned about conducting counseling sessions. He/she **is not able to remember or chooses not to remember professionally relevant priorities in this area.**

LEVEL 2 represents candidate behaviors that indicate the candidate does **remember and understand** professionally relevant priorities but *struggles to apply* that knowledge and understanding during the Counseling session.

LEVEL 3 indicates that the candidate can **apply knowledge of** professionally relevant priorities during Counseling sessions. **This level is expected of successful candidates at the end of their Clinical Practicum II experience.**

LEVEL 4 represents candidate behaviors that indicate both **analysis and evaluation** of Counseling sessions, but the candidate is inconsistent in or unable to *create* appropriate responses.

LEVEL 5 indicates that the candidate is consistently evaluating Counseling sessions in order to **create** professionally meaningful responses that help students achieve competency in the academic, career, and personal/social domains. **This level is expected of successful candidates at the end of their Clinical Internship experience.**

For each proficiency, mark the score corresponding to the level of attainment described in the cells of the form, using the scale indicated below. **If a proficiency is not applicable or there is not enough information to make an evaluation, please leave it blank.** Comments and suggestions for improvement are vital for the candidate's growth. Please feel free to include additional pages as needed.

Expected Skill	Level 1 Unacceptable	Level 2 Remembers & Understand	Level 3 Applies knowledge	Level 4 Analyzes & Evaluates	Level 5 Creates	Enter Score ↓
As a CARING PERSON, the candidate will demonstrate during <i>Individual and/or Small Group Counseling Sessions</i> the following knowledge, skills, and dispositions:						
Rapport with Student(s)	Makes the student(s) uncomfortable.	Is warm, caring, respectful, non-judgmental, and genuine.	Demonstrates ability to establish working relationships with students.	Is able to analyze and evaluate the level of rapport established with student(s).	Creates meaningful responses to enhance rapport with student(s).	① ② ③ ④ ⑤
Management of Process	Jumps from topic to topic and/or engages in chit-chat.	Conducts relatively smooth session with some sidebar discussions that do not contribute to the therapeutic agenda.	Maintains session focus on therapeutic agenda.	Is able to analyze and evaluate what is happening at each moment during session.	Provides meaningful responses to enhance or improve what is happening at the moment.	① ② ③ ④ ⑤
Mgmt. of Therapeutic Dialogue	Does not respond to student statements but moves to next question. Interrupts student.	Provides minimal response to student comments.	Acknowledges student communication before making next comment.	Analyzes and evaluates student comments in order to provide meaningful responses.	Provides creative and meaningful responses for student comments.	① ② ③ ④ ⑤
Delivery of Content	Candidate's questions, comments, and statements are random and lack purpose.	Candidate's questions and statements seem to have purpose, but candidate appears to be moralizing, lecturing or preaching.	Candidate's questions, comments, and statements are relatively focused and well delivered.	Candidate analyzes and evaluates own questions, comments, and statements in order to improve delivery of content.	Creates meaningful responses to improve delivery of content.	① ② ③ ④ ⑤
Therapeutic Skills (Silence, encouragement, empowerment, confrontation)	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.	Therapeutic skills are developing, but candidate feels insecure about using them.	Candidate is beginning to feel more comfortable about using therapeutic skills.	Therapeutic skills are used with confidence, and candidate is able to analyze and evaluate their effectiveness.	Uses therapeutic skills creatively and well-chosen for the situation.	① ② ③ ④ ⑤
Introduction and Summary	Introduction & summary are not present.	Introduction & summary are rushed or incomplete.	Introduction & summary are present, but not fully connected with session content.	Introduction & summary present and evaluation of session content.	Creative ways are used to present introduction and summary in a comfortable and complete manner.	① ② ③ ④ ⑤
Management of Emotions	Candidate processes own issues in session or does not know how to help student with his/her emotions.	Candidate tries to manage student's emotions, but is only partially effective.	Candidate is able to manage the student's emotions during the session.	Candidate is able to analyze and evaluate student's emotions.	Candidate consistently manages emotions, and demonstrate ability to help student manage emotions.	① ② ③ ④ ⑤
Assessment	Candidate does not conduct assessment before setting goals.	Candidate conducts assessment but assessment may be incomplete.	Does not rush to provide or to problem solve, but conducts thorough assessment before discussing goals.	Analyzes appropriateness of the assessment conducted, and evaluates its accuracy.	Provides appropriate and accurate assessment.	① ② ③ ④ ⑤

Goal Setting	Does not discuss any goals with student.	Projects goals onto student or moves to advice giving under the guise of goal setting.	Conducts goals discussion, but may miss important parts of the student's	Analyzes and evaluates all parts of the student's issues.	Counseling goals are primarily the student's, and are thoroughly discussed student.	① ② ③ ④ ⑤
Theoretical Congruence	Interventions are not connected to any theory, and are ineffective and inappropriate.	Candidate is clear about the theoretical he/she wants to use, but does not know how to connect it to interventions.	Interventions are not connected to theory, but are developing.	Candidate analyzes and evaluates how his/her interventions are connected to theory.	Therapeutic interventions are theoretically consistent, well delivered and appropriate.	① ② ③ ④ ⑤
Self-Supervision of Counseling	Candidate is not able or interested in evaluating own counseling work.	Interested in evaluating own counseling work, but feels too self-conscious or uncomfortable about it.	Evaluates own counseling work, and is fully open and relaxed about discovering areas where he/she needs to improve.	Analyzes and evaluates own counseling work with accuracy.	Is able to appropriately correct issues noted for improvement.	① ② ③ ④ ⑤
Termination	Termination is not present.	Termination is present, but needs improvement.	Termination is acceptable.	Candidate is able to analyze and evaluate termination issues.	Candidate makes appropriate recommendations for the future.	① ② ③ ④ ⑤
RATING	LEVEL 1 ≤12	LEVEL 2 13 - 24	LEVEL 3 25 - 36 (PRACTICUM EXPECTED RATE)	LEVEL 4 37 - 48	LEVEL 5 49 - 60 (INTERNSHIP EXPECTED RATE)	TOTAL: _____

Additional Comments:

Faculty Clinical Supervisor Signature: _____ **Date:** _____

Form MP- 5A-1

Clinical Practicum II

Daily Activity Log



MP-5A-1: COUN 585 School Counseling Practicum II Daily Activity Log

School Name _____ Elementary ____ Middle ____ High ____

Purpose: A daily record of the number of practicum hours the candidate completes at his/her school.

Completion: At the end of every day that candidate practices at school. Form is completed by candidate, and signed by candidate and school-based supervisor. Alternately, the time/activity log is to be completed in Anthology.

Instructions: Please fill out this form (or the time/activity log in Anthology) every day, and turn it in to your university supervisor during your weekly group supervision. You must complete a total of 100 hours of clinical work by the end of your practicum experience, including 40 hours of direct, face-to-face contact with students and families.

Week # ____

Date	Activity	Delivery System Area	Direct	Indirect	Total Hours
		Weekly Total			

Candidate Signature: _____ Date: _____ School-Based Supervisor Signature: _____ Date: _____

Form MP- 5A-2

Clinical Practicum II

Activity Summary



MP-5A-2: COUN 585 School Counseling Practicum II Activity Summary

School Name _____ Elementary ____ Middle ____ High ____

Purpose: A record of the total number of hours the candidate has completed at each practicum site.

Completion: At the end of the fieldwork experience that candidate has completed at each practicum site.

Instructions: Please fill out this form at the end of your fieldwork experience at each practicum site, and return it promptly to your university supervisor.

Hours/week

Delivery System Area	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	Direct Hours	Indirect Hours	Sem. Hours
1. GUIDANCE CURRICULUM																			
1) Classroom Instruction																			
2) Interd. Curriculum Development																			
Group Activities																			
4) Parent Workshop & Instruction																			
II. IND STUDENT PLANNING																			
1) Individual/Small Group Appraisal																			
2) Individual/Small Group Advisement																			
III. RESPONSIVE SERVICES																			
1) Consultation-Students & Families																			
2. Individual/Small Group Counseling																			

3) Crisis Counseling/Response																			
4) Referrals																			
5) Peer Facilitation																			
IV. SYSTEM SUPPORT																			
1) Program Management Operations																			
2) Consult./ Col. Teaming-Sch. System																			
3) Professional Development																			
4) Individual Supervision																			
5) Group Supervision																			
OTHER (Direct)																			
OTHER (Indirect)																			

Candidate Name: _____ Candidate Signature: _____ Date: _____

School-Based Supervisor Name: _____ School-Based Supervisor Signature: _____ Date: _____

Faculty Supervisor Name: _____ Faculty Supervisor Signature: _____ Date: _____

Form MP- 5B-1

Clinical Internship

Daily Activity Log

MP 5B-1: COUN 586 School Counseling Clinical Internship Daily Activity Log



School Name _____ Elementary ____ Middle ____ High ____

Purpose: A daily record of the number of internship hours the candidate completes at his/her school.

Completion: At the end of every day that candidate practices at school. Form is completed by candidate, and signed by candidate and school-based supervisor. Alternately, the time/activity log is to be completed in Anthology.

Instructions: Please fill out his form (or the time/activity log in Anthology) every day, and turn it in to your university supervisor during your weekly group supervision. You must complete a total of 600 hours of clinical work by the end of your internship experience, including 240 hours of direct, face-to-face contact with students and families.

Week # ____

Date	Activity	Delivery System Area	Direct	Indirect	Total Hours
		Weekly Total			

Candidate Signature: _____ Date: _____ School-Based Supervisor Signature: _____ Date: _____

Form MP-5B-2

Form MP- 5B-2

Clinical Internship

Activity Summary



MP-5B-2: COUN 586 School Counseling Clinical Internship Activity Summary

School Name _____ Elementary ____ Middle ____ High ____

Purpose: A record of the total number of hours the candidate has completed at each internship site.

Completion: At the end of the fieldwork experience that candidate has completed at each internship site.

Instructions: Please fill out this form at the end of your fieldwork experience at each internship site, and return it promptly to your university supervisor.

Hours/week

Delivery System Area	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	Direct Hours	Indirect Hours	Sem. Hours
1. GUIDANCE CURRICULUM																			
1) Classroom Instruction																			
2) Interd. Curriculum Development																			
Group Activities																			
4) Parent Workshop & Instruction																			
II. IND STUDENT PLANNING																			
1) Individual/Small Group Appraisal																			
2) Individual/Small Group Advisement																			
III. RESPONSIVE SERVICES																			
1) Consultation-Students & Families																			
2. Individual/Small Group Counseling																			
3) Crisis Counseling/Response																			
4) Referrals																			

5) Peer Facilitation																				
IV. SYSTEM SUPPORT																				
1) Program Management Operations																				
2) Consult./ Col. Teaming- Sch. System																				
3) Professional Development																				
4) Individual Supervision																				
5) Group Supervision																				
OTHER (Direct)																				
OTHER (Indirect)																				
Total Hours																				

Candidate Name: _____ Candidate Signature: _____ Date: _____

School-Based Supervisor Name: _____ School-Based Supervisor Signature: _____ Date: _____

Faculty Supervisor Name: _____ Faculty Supervisor Signature: _____ Date: _____

Form E-1

Form E-1

Case Study Rubric



SC E-1: Case Study Rubric

Candidate's Name: _____ Date: _____

Purpose: An evaluation of the school counseling candidate's case study.

Completion: By faculty supervisor on candidate's presentation of case study. This assessment is to be completed in Anthology.

Instructions: Indicate the performance level that most closely reflects the level of proficiency demonstrated by the candidate on each performance indicator.

Performance Indicator	Unacceptable (1)	Proficient (2)	Exceptional (3)
CS 1 Background and History	Background and history section is not integrative or complete.	Background and history section is integrative and complete.	Background and history section is integrative and complete, and adequately supports the next steps in the counseling process.
CS 2 Referral Concerns and Context	Referral concerns and/or their context are not mentioned or are inadequately described.	Referral concerns and their context are clearly described.	Referral concerns and their context are described clearly and in a way that appropriately informs the next steps in the counseling process.
CS 3 Need Appropriate for a School-based Intervention	The need being addressed is inappropriate for a school-based intervention.	The need being addressed is appropriate for a school-based intervention.	The candidate demonstrated attention to ensuring that the need being addressed is appropriate for school-based intervention.
CS 4 Pre-assessment Procedures	Pre-assessment procedures are missing, inappropriate, or inadequate.	Multi-method, multi-informant, and diversity-sensitive pre-assessment procedures were appropriately followed.	The multi-method, multi-informant, and diversity-sensitive pre-assessment procedures were appropriately followed and yielded results for appropriate conceptualization.
CS 5 Conceptualization of Assessment Results	Assessment results were not conceptualized according to the counseling theory of candidate's choice.	Assessment results were conceptualized according to counseling theory of candidate's choice.	Assessment results were conceptualized according to counseling theory of candidate's choice, giving support to appropriate re-definition of concerns.

Performance Indicator	Unacceptable (1)	Proficient (2)	Exceptional (3)
CS 6 Use of Assessment Results	Assessment results were not used to redefine concerns objectively, clearly, in diversity context, and/or in measurable behavioral terms.	Assessment results were conceptualized according to counseling theory of candidate's choice.	Assessment results were conceptualized according to counseling theory of candidate's choice, giving support to appropriate re-definition of concerns.
CS 7 DSM Diagnostic Suggestions	DSM (current edition) diagnostic suggestions were available but were not included.	DSM (current edition) diagnostic suggestions were included if available.	DSM (current edition) diagnostic suggestions were correctly made and applied to support effective counseling.
CS 8 Data Over Time	Data collection was inadequate to establish a stable baseline.	Prior to implementing intervention, data were collected on the behavior(s) for a period of time adequate to establish a stable baseline.	Data collection on behavior(s) over a period of time prior to implementing intervention was thorough and pertinent to the presenting issue(s), accurately establishing a stable baseline.
CS 9 Practical, Theory-based Recommendations	Practical, theory-based recommendations for intervention were not provided or were inappropriate.	Practical, theory-based recommendations for intervention were provided.	Data collection on behavior(s) over a period of time prior to implementing intervention was thorough and pertinent to the presenting issue(s), accurately establishing a stable baseline.
CS 10 Recommendation for Intervention	Recommendations for intervention were not provided or were not appropriately practical or evidence-based.	Practical, evidence-based recommendations for intervention were provided.	Practical, evidence-based recommendations for intervention were provided and were appropriately implemented. [EVIDENCE-BASED MEANS RESEARCH EVIDENCE.] At least three references are provided from research supporting the use of this treatment for the condition.
CS 11 Services Provided	Candidate failed to provide appropriate direct and indirect services or failed to adequately describe such services.	Candidate provided direct and indirect services as appropriate.	The provision of direct and indirect services as reported implies skill in providing services that support positive change in student learning.
CS 12 Progress Notes	Progress notes are not included or are incomplete.	Progress notes are included.	Progress notes demonstrate effective observation and intervention.
CS 15 Multi-method, Multi-information, Diversity-sensitive Post Evaluation/Test Procedures	Competent multi-method, multi-informant, diversity-sensitive post-evaluation/testing procedures were not followed or are not described.	Competent multi-method, multi-informant, diversity-sensitive post-evaluation/testing procedures were followed.	The description of multi-method, multi-informant, diversity-sensitive post-evaluation/testing procedures demonstrate insightful competency in their use.

Performance Indicator	Unacceptable (1)	Proficient (2)	Exceptional (3)
CS 16 Graphs	Graphs of baseline, intervention, and follow-up data are not included or do not present data in a meaningful and accurate way.	Accurate, meaningful graphs of baseline, intervention, and follow-up data were included.	Graphs of baseline, intervention, and follow-up data enhance the reader's understanding of the case and of the results of intervention.
CS 17 Collaboration	Candidate did not meet with or assist teachers or parents with regard to this case.	Candidate met with and assisted teachers and/or parents in implementing recommended interventions.	Candidate's reported interaction with teachers and/or parents suggests that the collaboration contributed to positive outcomes in student learning.
CS 18 Follow-up Data to Assess Change	Follow-up data are missing or do not accurately assess measurable, positive change on student's identified needs.	Follow-up data indicate that the candidate's interventions had a measurable, positive change on student's identified needs.	Follow-up data suggest validity and indicate that the candidate's interventions had a measurable and greater than expected positive change on student's identified needs.
CS 19 Summative Evaluation	Summative evaluation is missing or does not adequately address the impact of the intervention on student learning.	A summative evaluation addressed the impact of the intervention on the student's learning.	The summative evaluation shows competence and insight in assessing the impact of the intervention on student learning.
CS 20 Outside Referrals for Additional Intervention	Outside referrals for additional intervention were needed but were not made or were made inappropriately.	When necessary, candidate facilitated outside referrals for additional intervention. (Rating of Proficient is appropriate if no outside referrals for additional intervention were called for.)	Needed referrals were appropriately effected, with sensitivity and insight to the client's needs and perceptions.
CS 21 Intervention and Procedures Were Accepted by Other Professionals	Intervention and procedures were not accepted by site supervisor, SAU supervisor, and/or other professionals.	Intervention and procedures were accepted by site supervisor, SAU supervisor, and other professionals as needed.	Site supervisor, SAU supervisor, and/or other professionals attested the appropriateness and effectiveness of the intervention and procedures.
CS 22 Integrity of Intervention and Treatment Monitored	Integrity of intervention was not monitored or verified by the site supervisor.	Integrity of intervention was monitored by the site supervisor.	Integrity of intervention was monitored and attested by the site supervisor.
CS 23 Effective Writing	Poor sentence construction, poor grammar, and/or incorrect spelling distract from the content of the presentation.	Report has appropriate sentence construction, grammar, and spelling.	The report demonstrates a competent writing style that enhances its presentation, while adhering to accepted conventions of sentence structure, grammar, and spelling.
CS 24 Clarity and Organization	The lack of clarity and organization detracts from the effectiveness of the presentation.	Report is clear and well-organized.	The organization and clarity of the report contribute to its effectiveness.

Performance Indicator	Unacceptable (1)	Proficient (2)	Exceptional (3)
CS 25 Professional Language	The choice of less-than-professional language detracts from the effectiveness of the presentation.	Professional language is used throughout the report.	The consistent use of professional language contributes to the effectiveness of the presentation.
CS 26 APA Style	APA style is not followed or is followed inconsistently to the point that style considerations detract from the presentation.	APA style is followed throughout the report.	Adherence to APA style is at a level that contributes to the effectiveness of the presentation.

Overall Score	Total Points
Exceptional	68 - 78
Proficient	52 - 67
Unacceptable	<52

Additional Comments:

Evaluator Name: _____

Evaluator Signature: _____ **Date:** _____

Form E-2

Field Experience:

Diversity Form



SC E-2 Field Experience Diversity Form

Admission _____ Midpoint _____ Exit _____

Purpose: To evaluate the richness of diversity available during the field experience.

Completion: To be completed by the candidate at the end of all field experiences.

Instructions: In the appropriate spaces below, provide specific information about the field experience being completed, and return to the Faculty Supervisor of the School Counseling Field Experience.

Candidate Name: _____ **Semester and Year:** _____

Site Name: _____ **Grade Levels:** _____

Street Address: _____ **Public** ____ **Private** ____

City/State/Zip _____ **Length of Experience in Hours** _____

Note: Please consult with your school-based counseling supervisor when answering the items below.

1. Identify all the ethnic diversities of those with whom you interacted at the site.

_____ American Indian/Alaskan Native _____ Asian/Pacific Islander _____ African American

_____ Caucasian _____ Hispanic _____ Other

2. Indicate the Number of identified special needs persons with whom you interacted at the site:

SPED _____ Gifted and Talented _____ ESL/ELL _____ Speech/Language _____

Emotional/Behavioral Needs _____ Other _____

3. Identify the ethnicity of your school-based supervisor:

_____ American Indian/Alaskan Native _____ Asian/Pacific Islander _____ African American

_____ Caucasian _____ Hispanic _____ Other

4. Identify the socioeconomic groups represented by those you served. Title I Setting yes ___ no ___

5. Identify the number of students by gender with whom you worked. How many boys? _____

How many girls? _____

Form E-3

Form E-3

Evaluation of Practicum/

Internship Site

SC E-3: Evaluation of Practicum/Internship Site

Purpose: An assessment of the quality of training perceived/experienced by the candidate at the practicum or internship site.

Completion: At the end of the candidate’s fieldwork/internship experience in each site. This form is to be completed in Anthology.

Instructions: Using the scale provided below, mark the number that best corresponds to your perceptions.

Candidate Name: _____ **Date:** _____

Site Supervisor’s Name: _____

School Name: _____ **Elementary** ___ **Middle** ___ **High** ___

Would you recommend this site to others? Yes ___ No ___

<i>Expectation</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I received a good orientation from the school-based supervisor and/or other staff members about the practicum/internship setting.	1	2	3	4
2. My supervisor was always available for guidance, help, case conference, or suggestions.	1	2	3	4
3. I was given adequate time and opportunity for preparation before assuming responsibilities.	1	2	3	4

Expectation	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I was able to try out ideas.	1	2	3	4
6. Little or no time was wasted.	1	2	3	4
7. The experience was structured in such a way as to promote learning.	1	2	3	4
8. I was viewed by staff members as a professional, an equal, and a colleague.	1	2	3	4
9. I had ample time to observe role models representing the full range of professional activity and behavior in the school setting.	1	2	3	4
10. Staff members were quite willing to spend extra time to train or teach me in areas where I needed extra help.	1	2	3	4
11. I had ample exposure to available resources and their uses within the school counseling office.	1	2	3	4
12. I had opportunity to work with resource personnel and facilities outside the School Counseling office.	1	2	3	4

13. I had ample opportunity to become directly involved with students and their families.	1	2	3	4
14. I had appropriate office space to meet with students/parents of guardians.	1	2	3	4
15. Video recording of counseling sessions was very easy in the office space available.	1	2	3	4
16. I gained a much better understanding of my strengths and weaknesses.	1	2	3	4
17. I received ample and appropriate feedback on my on-the-job performance.	1	2	3	4
18. Professional ethics were discussed and exemplified within the practical work setting.	1	2	3	4
19. Problems of discrimination appeared to be handled adequately within the practical work setting.	1	2	3	4
20. Expectations and supervisory promises were well obtained.	1	2	3	4

Expectation	Strongly Disagree	Disagree	Agree	Strongly Agree
21. I had ample opportunity to participate in the learning activities established at the beginning of my practical experience.	1	2	3	4
22. I was frequently exposed to and had ample opportunity to develop the competencies and skills specified in the Conceptual Framework of the SAU School Counselor education program.	1	2	3	4
23. I was completely satisfied with my practical experience.	1	2	3	4
24. As a result of the practicum/internship experience, I am highly motivated and encouraged about entering the School Counseling profession.	1	2	3	4

TOTAL SCORE: _____

25. Suggestions for improving this practicum/internship experience:

26. What would like to have known before you applied to this site?

Candidate Signature: _____ **Date:** _____

Form E-4

Form E-4

Evaluation of
Candidate's

Clinical Practice

SC E-4: Evaluation of Candidate's Clinical Practice

Candidate's Name: _____ Course: COUN 585 ____ COUN 586 ____

Location: _____ Semester: _____

Purpose: An evaluation of the candidate in terms of his/her performance during the practicum and internship experiences.

Completion: At the end of the candidate's field experience at each practicum and internship site. Rating is completed in the online assessment platform (Anthology) by the sit supervisor for SC Practicum II and SC Internship.

Instructions: This rubric has been organized using Bloom's Taxonomy (Revised, Anderson & Krathwohl, 2001), which outlines the shifts in thinking that learners experience as they progress from "novice" to more "expert" thinking.



For purposes of this rubric, **LEVEL 1** represents candidate behaviors that indicate that the candidate does not have access to, or chooses not to access, the information learned about the profession. The candidate is not able to remember or chooses not to remember professionally relevant priorities.

LEVEL 2 represents candidate behaviors that indicate the candidate does remember and understand professionally relevant priorities, but struggles to apply that knowledge and understanding.

LEVEL 3 indicates that the candidate is able to apply knowledge of professionally relevant priorities. This level is expected of successful practicum candidates.

LEVEL 4 represents candidate behaviors that indicate both analysis and evaluation of professionals situations, but the candidate is inconsistent in or unable to create appropriate responses.

LEVEL 5 indicates that the candidate is consistently evaluation professional situations in order to create professionally meaningful responses (i.e., behaviors and programs) that serve to enhance the clinical mental health counseling program. This level is expected of successful internship candidates.

For each proficiency, indicate the score corresponding to the level of attainment described in the form, using the scale indicated below. If a proficiency is not applicable or there is not enough information to make an evaluation, please leave it blank. Comments and suggestions for improvement are vital for the candidate's growth. Please feel free to attach additional pages as needed.

The practicum candidate must achieve an overall rating of Level 3 to pass Practicum. The internship candidate must achieve an overall rating of Level 4/Level 5 to pass internship.

Expected Skill	Level 1 Unacceptable	Level 2 Remembers & Understands	Level 3 Applies Knowledge	Level 4 Analyzes & Evaluates	Level 5 Creates
SC 1. Consultation Effectiveness	Has no knowledge of consultation concepts or is unwilling to consult with parents/guardians.	Understands the process of consultation, and is willing to consult; but lacks self-confidence to do it.	Is able to participate as an observant in a consultation meeting with parents or guardians conducted by site supervisor.	Is able to analyze and evaluate the situation discussed with parents or guardians, but is unable to create meaningful responses or solutions.	Demonstrates ability to consult effectively with parents or guardians, and to create meaningful responses or solutions.
SC 2. Rapport with Students	Makes the student(s) uncomfortable.	Is warm, caring, respectful, non-judgmental, and genuine.	Demonstrates ability to establish working relationships with students.	Is able to analyze and evaluate the level of rapport established with student(s).	Creates meaningful responses to enhance rapport with student(s), in a manner consistent with Christian ideals.
SC 3. Management of Process	Jumps from topic to topic and/or engages in chit-chat.	Conducts relatively smooth session with some side-bar discussions that do not contribute to the therapeutic agenda.	Maintains session focused on the therapeutic agenda.	Is able to analyze and evaluate what is happening at each moment during session.	Provides meaningful responses to enhance or improve what is happening at the moment.
SC 4. Management of Therapeutic Dialog	Does not respond to student statements, but moves to next question. Interrupts student.	Provides minimal response to client comments.	Acknowledges student communication before making next comment.	Analyzes and evaluates student comments in order to provide meaningful responses.	Provides creative and meaningful responses for student comments.

SC 5. Delivery of Content	Candidate's questions, comments, and statements are random and lack purpose.	Candidate's questions, comments, and statements seem to have purpose, but candidate appears to be moralizing, lecturing or preaching.	Candidate's questions, comments, and statements are relatively focused and well delivered.	Candidate analyzes and evaluates own questions, comments, and statements in order to improve delivery of content.	Creates meaningful responses to improve delivery of content.
SC 6. Therapeutic Skills (silence, encouragement, empowerment, confrontation)	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.	Therapeutic skills are developing, but candidate feels insecure about using them.	Candidate is beginning to feel more comfortable about using therapeutic skills.	Therapeutic skills are used with confidence, and candidate is able to analyze and evaluate their effectiveness.	Uses therapeutic skills creatively; therapeutic skills are well chosen for the situation.
SC 7. Introduction and Summary	Introduction and summary are not present.	Introduction and summary are rushed or incomplete.	Introduction and summary are present, but not fully connected with session content.	Introduction and summary present purpose and evaluation of session content.	Creative ways are used to present introduction and summary in a comfortable and complete manner.
SC 8. Management of Emotions	Candidate processes own issues in session or does not know how to help student with his/her emotions.	Candidate tries to manage student's emotions, but is only partially effective.	Candidate is able to manage the student's emotions during the session.	Candidate is able to analyze and evaluate student's emotions.	Candidate consistently manages own emotions, and demonstrates ability to help student manage emotions.
SC 9. Recognition of Normal and Abnormal Development	Lacks understanding and ability to apply knowledge to practice.	Understands normal and abnormal development but lacks ability to apply knowledge to practice.	Understands normal and abnormal development and demonstrates emerging ability to apply knowledge to practice.	Understands normal and abnormal development and demonstrates consistent ability to apply knowledge to practice.	Understands normal and abnormal development and demonstrates the ability to make therapeutic decisions with reference to human development and evaluation.

SC 10. Assessment	Candidate does not conduct assessment before setting goals.	Candidate conducts assessment, but assessment may be incomplete.	Does not rush to provide answers or to problem-solve, but conducts thorough assessment before discussing goals.	Analyzes appropriateness of the assessment conducted, and evaluates its accuracy.	Provides appropriate and accurate assessment.
SC 11. Goal Setting	Does not discuss any goals with student.	Projects goals onto student or moves to advice-giving under the guise of goal-setting.	Conducts goals discussion, but may miss important parts of the student's issues.	Analyzes and evaluates all parts of the student's issues.	Counseling goals are primarily the student's, and are thoroughly discussed with the student.
SC 12. Theoretical Congruence	Interventions are not connected to any theory, and are ineffective or inappropriate.	Candidate is clear about the theoretical orientation he/she wants to use, but does not know how to connect it to interventions.	Interventions are not clearly connected to theory, but are developing.	Candidate analyzes and evaluates how his/her interventions are connected to theory.	Therapeutic interventions are theoretically consistent, well delivered and appropriate.
SC 13. Theory-specific Case Conceptualization	Significant problems with case conceptualization, such as misunderstanding key theoretical concepts, mixing theories, or missing significant diversity issues.	Inconsistent or incorrect use of theory-specific conceptualization elements. Ignores subtle diversity issues.	Case conceptualization narrative uses theory-specific concepts to address salient client issues.	Thoughtful and specific case conceptualization narrative that includes discussion of major theory-specific elements; addresses diversity and unique client needs.	Thoughtful and specific case conceptualization narrative using theory-specific elements; integrates diversity, trauma, substance abuse, and subtle diversity issues; unique and specific.
SC 14. Termination	Termination is not present.	Termination is present, but needs improvement.	Termination is acceptable.	Candidate is able to analyze and evaluate termination issues.	Candidate makes appropriate recommendations for the future.

SC 15. Readiness for Crisis Intervention	Does not know how or is not interested in providing counseling and support to students and families facing emergencies.	Has theoretical knowledge of how to approach situations, but does not know how to apply this knowledge.	Is somewhat able to apply knowledge of how to deal with student/family emergencies, but still needs guidance and support.	Is able to analyze and evaluate approaches commonly used in agencies to address student/family emergencies.	Is able to use/propose creative and appropriate ways to address student/family emergencies in the school setting.
SC 16. Use of Referrals	Has no knowledge of referral sources in the community to deal with crises such as suicidal ideation, violence, abuse, depression, etc.	Has compiled a list of referral sources, but is not familiar with the services they provide.	Is familiar with all referral sources available in the community, and feels confident about contacting any of them for help.	Is able to analyze and evaluate the quality of the referral sources available in the community to deal with crisis.	Is able to create professionally meaningful responses in order to address crisis situations.
SC 17. System and Techniques of Peer Facilitation	Has no knowledge of system and techniques of peer facilitation.	Has theoretical knowledge of system and techniques of peer facilitation, but appears apprehensive and insecure about applying them.	Is somewhat able to apply knowledge of system and techniques of peer facilitation, but still needs guidance and support.	Is able to analyze and evaluate peer facilitation programs in order to determine what would be best to address specific school needs.	Is able to create/propose professionally meaningful ideas/approaches useful in the peer facilitation process.
SC 18. Classroom Developmental Guidance Lessons	Does not know how to compile information for delivery of developmental guidance lesson in a classroom.	Compiles information for delivery of developmental guidance lesson in a classroom, but appears insecure, shy or ineffective during presentation.	Designs and presents effective classroom developmental guidance lessons.	Is able to analyze and evaluate guidance lessons presented by other school counselors/site supervisor, as well as own presentations.	Designs and presents highly effective, interactive classroom developmental guidance lessons.

SC 19. Classroom Management	Unable to manage student behavior during classroom developmental guidance lesson.	Understands classroom management principles, but struggles to apply them without assistance from teacher or site supervisor.	Is able to control student behavior with minimal distraction from lesson.	Is able to analyze and evaluate classroom management techniques used by teachers and site supervisor, as well as own.	Is able to engage students in such a dynamic way that problematic student behaviors do not occur.
SC 20. Guidance Curriculum Development	Does not have any knowledge of how a school guidance curriculum is developed or implemented.	Does not know how curriculum is developed or implemented, but participates on interdisciplinary teams to observe how this is done.	Has a good working knowledge of how interdisciplinary teams develop guidance curriculum that integrates with subject matter.	Is able to analyze and evaluate relevant issues pertaining to the development and implementation of a guidance curriculum.	Provides effective approaches/solutions in order to develop and implement a successful guidance curriculum.
SC 21. Small Groups for Students' Identified Needs or Interests	Does not know how to conduct small groups to respond to students' identified needs or interests.	Has knowledge of how small groups work, but feels inadequate or appears insecure about applying that knowledge in an actual group.	Conducts small groups with students, but guidance and support from site supervisor are still needed in order to ensure effectiveness.	Is able to analyze and evaluate his/her own performance as a small group counselor.	Conducts effective, interactive small groups without much direction from site supervisor.
SC 22. Parent Workshops and/or Informational Sessions	Does not know how to present a parent workshop or conduct informational sessions with parents/guardians.	Has knowledge of parent workshops and instruction, but feels inadequate or insecure about applying that knowledge in an actual workshop or session.	Is able to present parent workshops and/or informational sessions with parents or guardians, but guidance and support from site supervisor are still needed in order to ensure effectiveness.	Is able to analyze and evaluate his/her own performance after presenting parent workshops and/or informational sessions with parents or guardians.	Presents effective parent workshops and/or informational sessions without much direction from site supervisor.

SC 23. Use of Technology to Enhance Communication and Student Learning	Does not utilize technology to enhance communication or foster student learning.	Occasionally utilizes limited technology to enhance communication or promote student learning.	Utilizes technology effectively to enhance communication and student learning.	Is able to analyze and evaluate his/her use of technology in order to enhance communication and student learning.	Creates technology implementations that enhance communication and promote student learning.
SC 24. School Counseling Assessment Instruments and System	Does not know or is unfamiliar with the formal and informal assessment instruments administered by the school counseling program.	Has compiled a list of formal and informal assessment instruments administered by the school counseling program.	Understands the purpose of each instrument, and knows how to administer it.	Is able to analyze and evaluate school counseling assessment results.	Communicates assessment results to students, parents, staff, and community in useful, sensitive, and culturally appropriate manner.
SC 25. Personal, Educational, and Career Advisement	Is unfamiliar with personal/social, educational, career, and labor market information necessary to advise students on personal, educational, and career goals.	Is familiar with information necessary to advise students, but does not know how to effectively organize it and present it.	Is able to provide students with useful information relevant to their personal, educational, and career goals.	Analyzes and evaluates information in order to determine what would be the most useful for students and their goals.	Effectively involves students, parents/guardians, and other school professionals in planning services that meet students' goals, as evidenced by completion of a case study.
SC 26. Exceptional Student Needs	Does not know or is unfamiliar with the general procedures followed by the school to identify and address the needs of exceptional students.	Is familiar with the general procedures and referral process followed by the school to identify and address the needs of exceptional students.	Understands Individualized Education and 504 plans, and is clear about the school counselor's role when addressing the needs of exceptional students.	Is able to analyze and evaluate the counseling needs of exceptional students.	Is able to work effectively with other school professionals in order to address the counseling needs of exceptional students.

SC 27. Diversity Competency	Demonstrates intolerant behaviors toward persons different from themselves.	Respects persons different from themselves, but does not know how to meet their needs.	Demonstrates knowledge of diversity issues in counseling, and applies these concepts with guidance from supervisor.	Analyzes and evaluates situations affected by diversity issues in an effort to learn and provide interventions effective for the individual student.	Celebrates diversity, actively works to cross boundaries of differences, and provides interventions that are effective for each individual student.
SC 28. Data Analysis	Does not know how to develop a simple survey to assess outcomes after providing activities or services.	Designs and administers simple surveys to assess outcome after providing activities or services (e.g., guidance lesson presentation).	Designs and administers a needs assessment instrument in order to determine specific counseling needs among a particular student group.	Collects, analyzes, and evaluates available school data regarding the current school counseling program.	Provides an action plan to address the needs of current school counseling program.
SC 29. Budgeting	Is not aware of budgeting issues that impact the reality of the program.	Is aware of some budgeting limitations that impact the reality of the program.	Is able to explain how the site school counselor is able to manage program resources.	Is able to formally analyze and evaluate how budgeting issues benefit or limit the school counseling program.	Provides information about where to find additional funding (e.g., through grants).
SC 30. Consultation with Other Professionals	Has no knowledge of consultation concepts or is unwilling to consult with other professionals in the community.	Understands the process of consultation and is willing to consult, but is insecure about doing it.	Is able to participate as an observant in a consultation meeting conducted by the site supervisor with other professionals.	Is able to analyze and evaluate the situation consulted with other professionals, and identifies appropriate action in response.	Consults effectively with other professionals, and confidently takes appropriate action based on the consultation.

SC 31. Collaboration	Does not think collaborating with others is important, and fails to collaborate with those in the school setting and/or community.	Understands the importance of collaboration, but is unmotivated, or motivated by external factors to do so.	Is motivated and participates in collaboration activities as suggested by the supervisor.	Is able to analyze and evaluate how collaboration activities will benefit the school counseling program and the community at large.	Actively seeks out opportunities to collaborate with peers, professionals, and the community at large, in a manner consistent with Christian service ideals.
SC 32. Teaming	Candidate is unaware of the needs of peers and other professionals in the counseling office, and acts in own self-interest.	Becomes aware of the needs of others when prompted to do so.	Demonstrates awareness of the needs of others without being prompted to do so.	Analyzes and evaluates counseling program's team interpersonal dynamics, as well as specific situations affecting the needs of teammates.	Is able to balance the needs of self and others to allow for smooth functions within the school counseling program.
SC 33. Self-Supervision of Counseling	Candidate is not able or interested in evaluating own counseling work.	Interested in evaluating own counseling work, but feels self-conscious or uncomfortable about it.	Evaluates own counseling work, and is fully open and relaxed about discovering areas where he/she needs to improve.	Analyzes and evaluates own counseling work with accuracy.	Is able to appropriately correct issues noted for improvement.
SC 32. Teaming	Candidate is unaware of the needs of peers and other professionals in the counseling office, and acts in own self-interest.	Becomes aware of the needs of others when prompted to do so.	Demonstrates awareness of the needs of others without being prompted to do so.	Analyzes and evaluates counseling program's team interpersonal dynamics, as well as specific situations affecting the needs of teammates.	Is able to balance the needs of self and others to allow for smooth functions within the school counseling program.

SC 33. Self-Supervision of Counseling	Candidate is not able or interested in evaluating own counseling work.	Interested in evaluating own counseling work, but feels self-conscious or uncomfortable about it.	Evaluates own counseling work, and is fully open and relaxed about discovering areas where he/she needs to improve.	Analyzes and evaluates own counseling work with accuracy.	Is able to appropriately correct issues noted for improvement.
SC 34. Follow-Through with Tasks/Work	Tasks/work is usually left undone.	Tasks/work is done with prompting from others.	Tasks/work is completed without prompting.	Analyzes and evaluates the quality of tasks/work completed.	Is highly motivated to complete tasks without prompting, and work is high quality, thoughtful, and complete.
SC 35. Attendance	Is frequently late or absent without calling.	Is late or absent a few times without calling.	Is late or absent several times, but calls in.	Is late or absent a few times, but calls in.	Is almost never late or absent, and always calls in.
SC 36. Ethical Behavior	Has violated at least one ACA ethical principle.	Operates with minimal awareness of ethical issues in the counseling setting.	Is aware of ethical issues in the counseling setting, but still needs guidance from supervisor.	Takes time to analyze and evaluate specific ethical situations encountered, and frequently consults with supervisor about these situations.	Demonstrates highly ethical behavior, awareness of ethical codes, and sensitivity to ethical issues in the school setting.
SC 37. Growth Activities	Is neither interested nor participates in available in-service training or professional associations' opportunities for membership.	Knows that participating in these activities and associations is important, but uses excuses to not participate (e.g., too busy, lack of financial resources).	Participates in available in-service training and maintains membership in at least one professional organization.	Analyzes and evaluates his/her own growth needs in order to determine what kind of training or professional organizations will be most beneficial to him/her.	Actively seeks opportunities to participate in in-service training and professional organizations. Is able to explain current issues in the counseling field, as published in professional organization journals.

SC 38. Use of Feedback	Does not take ownership of problems that are the source of negative feedback.	Takes ownership of problems with prompting.	Takes responsibility and makes changes suggested in feedback.	Analyzes and evaluates negative feedback in order to understand contributing factors.	Actively seeks feedback and takes responsibility for making changes to improve skills in timely manner.
-------------------------------	---	---	---	---	---

Additional Comments:

Candidate Signature: _____ Date: _____

School-based Supervisor Name: _____

School-based Supervisor Signature _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

v20210713

Form E-5

Field Professional
Conduct

And Dispositions

SC E-5b: Field Professional Conduct and Dispositions

Master of Science in Counseling

Student Name: _____

Name of School: _____

Course: COUN 585 _____ COUN 586 _____

Directions: In each row, indicate the level that most closely describes the conduct and dispositions demonstrated by the candidate.

<i>Caring Person</i>				
<i>Unacceptable (0)</i>	<i>Developing (1)</i>	<i>Expectation Met (2)</i>	<i>Expectation Exceeded (3)</i>	<i>Rating</i>
1. Genuineness, Empathy, and Interest in Others				
Fails to demonstrate genuineness, empathy, and/or interest in the welfare of others.	Endeavors to demonstrate genuineness and empathy; sometimes or usually shows an interest in the welfare of others.	Consistently demonstrates genuineness, empathy, and interest in the welfare of others.	Proactively conveys a clearly genuine empathy and caring interest in the welfare of others in a manner that facilitates effective communication.	0 1 2 3 not observed
2. Sensitivity to Others				
Disregards the feelings, thoughts, and/or needs of others.	Endeavors to exercise sensitivity to the feelings, thoughts, and needs of others.	Consistently displays sensitivity to the feelings, thoughts, and needs of others.	Consistent display of sensitivity to the feelings, thoughts, and needs of others is clearly effective in facilitating open communication.	0 1 2 3 not observed

3. Respects Autonomy				
Fails to respect the autonomy and beliefs of others and/or imposes own personal beliefs on others.	Understands and tries to respect the autonomy and beliefs of others; sometimes approaches imposing personal beliefs on others.	Respects the autonomy and beliefs of others and refrains from imposing one's personal beliefs on others.	Respect for the autonomy and beliefs of others is conveyed in a manner that enhances the candidness and comfort level of the dialog.	0 1 2 3 not observed
4. Cultural Sensitivity				
Fails to exhibit sensitivity to individual and cultural identities of others, and/or fails to act respectfully in interactions with others.	Endeavors to exhibit sensitivity to the individual and cultural identities of others; displays a degree of cultural competence by usually acting respectfully and skillfully in interactions with others.	Consistently exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by consistently acting respectfully and skillfully in interactions with others.	Consistent sensitivity to the individual and cultural identities of others, along with cultural competence, effectively contribute to enhanced openness and effectiveness of dialog.	0 1 2 3 not observed
5. Personal Wellness- Physical Health				
Shows disregard for habits of self-care and/or wellness that contribute to physical health.	Is working toward establishing daily habits of self-care and wellness that contribute to physical health.	Demonstrates commitment to self-care and wellness by practicing daily habits that contribute to physical health.	By example and influence in self-care and wellness, encourages others to practice daily habits that contribute to physical health.	0 1 2 3 not observed

6. Personal Wellness - Mental Health				
Shows disregard for habits of self-care and/or wellness that contribute to mental health.	Is working toward establishing daily habits of self-care and wellness that contribute to mental health.	Demonstrates commitment to self-care and wellness by practicing daily habits that contribute to mental health.	By example and influence in self-care and wellness, encourages others to practice daily habits that contribute to mental health.	0 1 2 3 not observed
<i>Informed Facilitator of Learning and Growth</i>				
7. Information into Practice				
Seems unable to translate academic information into practice.	Demonstrates some ability to translate academic information into practice.	Demonstrates ability to translate academic information to practice.	Effectively draws on academic information to enhance practice.	0 1 2 3 not observed
8. Open-mindedness				
Appears close-minded to ideas, learning, and/or needed change.	Endeavors to remain open to ideas, learning, and change.	Remains open to ideas, learning, and change.	Seeks exposure to ideas, learning, and potential growth informed by current studies, presentations, publications or media in the field.	0 1 2 3 not observed

9. Follow Procedures and Policies				
Disregards the procedures and/or policies of the school or counseling agency of placement.	Sometimes follows the procedures and policies of the school or counseling agency where completing field experience.	Follows the procedures and policies of the school or counseling agency where completing field experience.	By example and influence, encourages other to follow the procedures and policies of the school or counseling agency. If opportunity allows, may contribute to the articulation and establishment of procedures and policies.	0 1 2 3 not observed
10. Facilitate Learning				
Shows lack of concern for facilitating learning and/or growth of students or clients served.	Endeavors to facilitate learning and growth for students or clients served.	Facilitates learning and growth for students or clients served.	Professional skills, demeanor, and commitment support enhanced learning and growth for the students or clients served.	0 1 2 3 not observed
11. Willing to Adjust and Improve				
Makes little or no effort to cooperate with remediation plans (when applicable); appears to make little or no effort to adjust or improve behavior.	Cooperates with remediation plans (when applicable) and endeavors to adjust or improve behavior.	Continually endeavors to adjust and improve behavior.	Personal and professional behavior consistently supports and enhances effective professional practice.	0 1 2 3 not observed

12. Accept Supervision and Consultation				
Appears unable to engage productively with supervisions and/or consultations with site supervisor.	Is learning to engage productively with supervisions and consultation with site supervisor.	Engages in productive supervisions and consultation with site supervisor.	Engagement in supervision and consultation activities contributes to the effectiveness of clinical practice.	0 1 2 3 not observed
13. Aware of Impact on Others				
Appears unaware of how personal actions impact others.	Can act with awareness of how personal actions impact others.	Consistently acts with awareness of how personal actions impact others.	Awareness of how personal actions impact others leads to increasingly effective communication and professional practice.	0 1 2 3 not observed
<i>Reflective Decision Maker</i>				
14. Maintain Objectivity				
Appears unable to maintain the objectivity appropriate to the situation or setting.	Can demonstrate objectivity appropriate to the situation or setting.	Consistently demonstrates objectivity appropriate to the situation or setting.	Demonstrates consistent objectivity appropriate to the setting, and a demeanor that encourages objectivity in others and contributes to effective dialog.	0 1 2 3 not observed

15. Maturity and Judgment				
Often fails to exhibit maturity and/or good judgment in reactions and behaviors.	Can exhibit maturity and good judgment in reactions and behaviors.	Consistently exhibits maturity and good judgment in reactions and behaviors.	By example and influence, encourages maturity and good judgment on the part of others.	0 1 2 3 not observed
16. Accept Responsibility for Own Actions				
Chooses not to accept responsibility for actions and/or problems.	Endeavors to accept responsibility for actions and problems.	Accepts responsibility for actions and problems.	Acceptance of responsibility for actions and problems leads to growth and/or changes that result in more effective life skills or professional practice.	0 1 2 3 not observed
17. Manage Own Issues				
Appears unable or unwilling to manage personal mental health, emotional problems, stress, and/or interpersonal issues.	Is making progress toward managing personal mental health, emotional problems, stress, and/or interpersonal issues effectively.	Manages personal mental health, emotional problems, stress, and/or interpersonal issues effectively.	By example and influence, encourages others to manage personal mental health, emotional problems, stress, and/or interpersonal issues effectively..	0 1 2 3 not observed

18. Demonstrate Integrity				
Appears deficient in personal and professional integrity.	Demonstrates personal and professional integrity in stated thoughts and actions.	Consistently demonstrates personal and professional integrity in stated thoughts and actions.	By example and influence, encourages personal and professional integrity in professional practice.	0 1 2 3 not observed
19. Use of Constructive Feedback				
Appears indifferent or resistant to constructive feedback from others.	Sometimes solicits constructive feedback from others and/or usually considers and responds thoughtfully to such feedback.	Solicits, considers, and responds thoughtfully to constructive feedback from others.	Grows personally and/or professionally as a result of soliciting, considering, and responding to constructive feedback from others.	0 1 2 3 not observed
20. Self-reflection				
Appears unable or unwilling to participate in self-reflection and self-exploration.	Is learning to participate in self-reflection and self-exploration.	Participates in self-reflection and self-exploration.	Self-reflection and self-exploration effectively lead to personal and professional growth.	0 1 2 3 not observed
21. Accuracy and Truthfulness				
Shows lack of commitment to communicate information truthfully and/or accurately.	Endeavors to communicate information truthfully and accurately.	Consistently communicates information truthfully and accurately.	While maintaining truthfulness and accuracy, demonstrates wisdom and sensitivity in the communication of information.	0 1 2 3 not observed

22. Respect Interpersonal Boundaries				
Appears to lack awareness of or chooses not to respect appropriate interpersonal boundaries.	Exhibits some awareness of and respect for appropriate interpersonal boundaries.	Consistently exhibits awareness of and respect for appropriate interpersonal boundaries.	Recognizes even subtle signals from others that interpersonal boundaries are at issue, and adjusts communication to convey sensitivity, respect, and acceptance.	0 1 2 3 not observed
23. Aware of Personal Beliefs				
Appears unable to recognize personal beliefs, values, needs, strengths, and/or limitations as such; and/or gives little or no indication of understanding their potential influence on personal or professional performance.	Exhibits some awareness of personal beliefs, values, needs, strengths, and limitations; theoretically understands their potential influence on personal and professional performance.	Consistently exhibits awareness of personal beliefs, values, needs, strengths, and limitations, and is guided by an understanding of their potential influence on personal and professional performance.	Proactively seeks greater awareness of how personal beliefs, values, needs, strengths, and limitations may influence personal and professional performance, and uses such awareness to enhance communications and practice.	0 1 2 3 not observed

Committed Professional

24. Professional Identity

Appears unable or chooses not to maintain professional identity as a counselor.	Endeavors to maintain professional identity as a counselor.	Consistently maintains a professional identity as a counselor.	Consistent attention to maintaining professional identity as a counselor effectively supports and contributes to effective practice.	0 1 2 3 not observed
---	---	--	--	-------------------------

25. Respect Privacy

Fails to respect the privacy and/or confidentiality needs of others.	Sometimes respects the privacy and confidentiality needs of others.	Consistently respects the privacy and confidentiality needs of others.	Recognizes possible privacy and confidentiality issues and is proactive in protecting the needs of others for privacy and confidentiality.	0 1 2 3 not observed
--	---	--	--	-------------------------

26. Maintain Ethical Guidelines

Gives little or no indication of understanding ethical guidelines for counselors and/or disregards ethical guidelines.	Theoretically understands and tries to maintain the ethical guidelines for counselors as published by the profession.	Understands and consistently maintains the ethical guidelines for counselors as published by the profession.	Along with consistent adherence to ethical guidelines, recognizes possible ethics issues that may need clarification and seeks consultation when necessary.	0 1 2 3 not observed
--	---	--	---	-------------------------

27. Professional Growth				
Shows little or no interest in learning, training, or experiential processes and opportunities for personal or professional development.	Is beginning to engage in learning, training, and/or experiential processes and opportunities for personal and professional development.	Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.	Actively identifies areas in which he/she would like to grow and seeks learning, training, and/or experiential processes and opportunities to develop those interests.	0 1 2 3 not observed
28. Prioritization of Interests				
Chooses not to prioritize the interests of clients over self-interests.	Sometimes fulfills the expectation that interests of clients are to be prioritized over self-interests when providing professional services.	Consistently prioritizes interests of clients over self-interests when providing professional services.	Is proactive in ensuring that interests of clients are prioritized over own interests when providing professional services.	0 1 2 3 not observed
29. Sensitivity to Role and Dynamics				
Seems unaware of and/or fails to appropriately manage the role differences and power dynamics that may exist in relationships and settings.	Is aware of role differences and power dynamics that may exist in relationships and settings, and endeavors to manage them appropriately.	Consistently demonstrates sensitivity to role differences and power dynamics that may exist in relationships and settings; manages the role differences and dynamics appropriately.	Is particularly effective in navigating role differences and power dynamics in a manner and to an extent that open, trusting dialog is supported.	0 1 2 3 not observed

30. Attention to Professional Appearance				
Disregards expectations of professional appearance, attire, and/or demeanor as appropriate to different settings.	Shows awareness of how professional appearance may influence others and is willing to choose appropriate attire and to order demeanor as expected in different settings.	Consistently exhibits appropriate attire and demeanor as expected in different settings, and is guided by awareness of how professional appearance may influence others.	In addition to attire that is consistently appropriate for different settings and awareness of how professional appearance may influence others, shows a demeanor that contributes to open, confident dialog.	0 1 2 3 not observed
31. Refrain from Substance Abuse				
Uses behavior- and/or mind-altering substances that impede professional functioning.	Demonstrates commitment to avoid using behavior- or mind-altering substances that impede professional functioning.	Demonstrates commitment to avoid, and does not use, behavior- or mind-altering substances that impede professional functioning; makes this practice a consistent way of life.	In addition to own commitment and consistent practice of avoiding behavior- or mind-altering substances, uses personal influence to encourage others to choose lifestyle habits that contribute to wellbeing.	0 1 2 3 not observed

32. Effective Relationships				
Appears unable to establish and/or maintain effective and functional relationships personally, professionally, and/or therapeutically.	Endeavors to establish and maintain effective and functional relationships personally, professionally, and therapeutically.	Establishes and maintains effective and functional relationships personally, professionally, and therapeutically.	Addresses potentially difficult relationships as opportunities for creative outreach that overcomes the difficulty and establishes functional communication.	0 1 2 3 not observed
33. Professional Communication				
Engages in communication that is not respectful, professional, and/or appropriate to the setting.	Endeavors to communicate with clients and colleagues respectfully and professionally using appropriate written, oral, and non-verbal language.	Consistently communicates with clients and colleagues respectfully and professionally using appropriate written, oral, and non-verbal language.	Written, oral, and non-verbal communications are consistently respectful, professional, and appropriate, and enhance effective dialog with others.	0 1 2 3 not observed
34. Fulfill Obligations				
Often fails to fulfill obligations promptly, consistently, and/or reliably.	Sometimes fulfills obligations promptly, reliably, and according to expectations stated by professor or supervisor.	Consistently fulfills obligations promptly, reliably, and according to expectations stated by professor or supervisor.	Anticipates obligations and needs and takes initiative to meet them promptly and reliably, within the expectations of the practice.	0 1 2 3 not observed

Scoring				
<34 = Unacceptable	34 - 62 = Developing. Any item at Unacceptable requires a remedial action plan.	63- 85 with no item below Developing = Expectation Met.	86 - 102 with no item below Developing and no more than 2 items at Developing = Expectation Exceeded.	Score: _____

Comments and Signatures:

School-based Supervisor Comments:

Site Supervisor Signature _____ Date _____

Student Comments:

Student Signature: _____ Date _____

Form X-1

Form X-1

Hamilton County

Department of Education

Student Field Experience

Approval

HCDE Student Field Experience Approval Form



HAMILTON COUNTY DEPARTMENT OF EDUCATION
CURRICULUM & INSTRUCTION DEPARTMENT
3074 HICKORY VALLEY ROAD, CHATTANOOGA, TN 37421
423-209-8538

HCDE STUDENT FIELD EXPERIENCE APPROVAL FORM

Dear School Principal:

My name is _____ and I am a current student at _____.

A requirement for course: _____ (list course name & number) is that I:

[] Observe in a _____ class for _____ hours, starting on: _____ and ending on: _____

[] Conduct a case/field study that involves (include number of hours required and start date):

[] Other (Please explain and list total number of hours required and start date):

I am willing to submit to a criminal background check in keeping with the guidelines of the Hamilton County Department of Education, if required to do so and will do so prior to starting my approved field placement course requirement with HCDE. To the best of my knowledge, there is nothing in my background that would prevent me from working as teacher in Tennessee public schools I further understand that HCDE will determine whether or not a background check is required and HCDE will not incur the cost for the criminal background check.

Signature of Student _____ Print Name of Student _____ Date _____

Signature of Professor Witness _____ Print Name of Professor _____ Date _____

[] Approved [] Not Approved [] Approved Pending Background Check

School Principal Signature _____ School _____ Date _____

Students Are Required to Show Current College ID to Principals
This Form Is Not To Be Used for Student Teaching

{00629841.DOC.HCDE 2009}

Form X-2

Form X-2

Parental Consent

For Counseling Sessions

Parental Consent for Recorded Guidance Sessions

School Counseling Form X-2

**PARENTAL CONSENT FOR
RECORDED GUIDANCE SESSIONS**



The School Counseling Graduate Program at Southern Adventist University and the local school systems work together to facilitate professional training for those enrolled in the university graduate program, and to provide additional counseling and guidance services for students in pre-school to 12 grades. As part of this joint effort, the counselors-in-training are required to video record some of their counseling or guidance sessions with the students. These video recordings are kept strictly confidential. They are reviewed only by the counselor-in-training's supervisor and a small group of peers in order to assess the counselor-in-training progress, and to ensure that the students receive quality service. All video recordings are destroyed immediately after they have been reviewed by the supervisor, and students' names are not used. We appreciate your willingness to participate by allowing your child to become involved with our program. It will benefit all concerned. If you decline permission for video recordings, your child will still receive counseling services as needed. Please complete the section below and have your child return it to the School Counseling and Guidance Department. If you have any questions, you may contact the school counselor, Mr./Ms. _____ at _____. Thank you!

I agree to allow _____ to participate in individual and/or group
(Student Name)

sessions with _____. I am aware that some of the sessions will
(Counselor-In-Training Name)
be video recorded and submitted to a program supervisor as part of the requirements for completion of the graduate degree in School Counseling at Southern Adventist University. I understand that all recordings will be kept strictly confidential and destroyed immediately after they are evaluated.

_____ Student Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date
_____ Counselor-In-Training Signature	_____ Date
_____ School Counselor Signature	_____ Date
_____ SAU Supervisor Signature	_____ Date

APPENDIX B

APPENDIX

B

Resources in
Supervision

RESOURCES IN SUPERVISION

TEXTBOOK:

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). Boston: Pearson Allyn & Bacon.

JOURNAL EDITION DEVOTED TO SCHOOL COUNSELOR SUPERVISION:

Counselor Education and Supervision, 45(4). June 2006.

OTHER RESOURCES:

Agnew, T., Vaught, C. C., Getz, H. G., & Fortune, J. (2000). Peer group clinical supervision program fosters confidence and professionalism. *Professional School Counseling*, 4, 6-13.

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Alexandria, VA: Author.

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education and Supervision*, 43, 25-38.

Baltimore, M. L., & Brown, L. (2004). On-demand interactive clinical supervision training: Using multimedia for building basic skills in supervision. In J. W. Bloom & G. R. Walz (Eds.), *Cybercounseling and cyberlearning: An encore* (pp. 259-274). Greensboro, NC: CAPS Press.

Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision*, 19(1), 60-68.

Borders, L. D., Bernard, J. M., Dye, H. A., Fong, M. L., Henderson, P., & Nance, D. W. (1991). Curriculum guide for training counseling supervisors: Rationale, development, and implementation. *Counselor Education and Supervision*, 31, 58-80.

Borders, L. D. & Usher, C. H. (1992). Post-degree supervision: Existing and preferred practices. *Journal of Counseling and Development*, 70, 594-599.

Bradley, L.J., Gould, L.J., & Parr, G.D. (2001). Supervision-based integrative models of counselor supervision. In L.J. Bradley & N. Ladany (Eds.), *Counselor supervision principles, process, and practice* (pp. 93-124). Philadelphia, PA: Brunner-Routledge.

- Bradley, L.J. & Ladany, N. (Eds.). (2001). *Counselor supervision principles, process, and practice* (3rd ed.). Philadelphia, PA: Brunner-Routledge.
- Clingerman, T. L., & Bernard, J. M. (2004). An investigation of the use of email as a supplemental modality for clinical supervision. *Counselor Education and Supervision, 44*, 82-96.
- Council for the Accreditation of Counseling and Related Educational Programs (2009). *CACREP accreditation manual*. Alexandria, VA: Author.
- Crutchfield, L. B., & Borders, L. D. (1997). Impact of two clinical peer supervision models on practicing school counselors. *Journal of Counseling and Development, 75*. Retrieved February 22, 2005 from <http://web30.epnet.com>
- Dollarhide, C. T., & Miller, G. M. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education and Supervision, 45*, 242-252.
- Freeman, B., & McHenry, S. (1996). Clinical supervision of counselors-in-training: A nationwide survey of ideal delivery, goals, and theoretical influences. *Counselor Education and Supervision, 36*, 144-158.
- Getz, H. G. (1999). Assessment of clinical supervisor competencies. *Journal of Counseling and Development, 77*, 491-497.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Belmont, CA: Brooks/Cole Thompson Learning.
- Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counselor supervision. *Professional School Counseling, 6*, 55-60.
- Luke, M. & Bernard, J. M. (2006). The school counseling supervision model: An extension of the Discrimination model. *Counselor Education and Supervision, 45*, 282-295.
- Magnuson, S., Norem, K., & Wilcoxon, S. A. (2002). Clinical supervision for licensure: A consumer's guide. *Journal of Humanistic Counseling, Education, and Development, 41*, 52-60.
- Magnuson, S., Wilcoxon, S. A., & Norem, K. (2000). A profile of lousy supervision: Experienced counselors' perspectives. *Counselor Education and Supervision, 39*, 189-202.
- Matthes, W. A. (1992). Induction of counselors into the profession. *The School Counselor, 39*, 245-250.

- Miller, G. M., & Dollarhide, C. T. (2006). Supervision in schools: Building pathways to excellence. *Counselor Education and Supervision, 45*, 296-303.
- Nelson, M. D., & Johnson, P. (1999). School counselors as supervisors: An integrated approach for supervising school counseling interns. *Counselor Education and Supervision, 39*, 80-100.
- O'Byrne, K., & Rosenberg, J. I. (1998). The practice of supervision: A sociocultural perspective. *Counselor Education and Supervision, 38*, 34-42.
- Page, B. J., Pietrzak, D. R., & Sutton, J. M. (2001). National survey of school counselor supervision. *Counselor Education and Supervision, 41*, 142-150.
- Peace, S. A., & Sprinthall, N. A. (1998). Training school counselors to supervise beginning counselors: Theory, research, and practice. *Professional School Counseling, 1*, 2-8.
- Peterson, J. S., & Deuschle, C. (2006). A model for supervising school counseling students without teaching experience. *Counselor Education and Supervision, 45*, 267-281.
- Studer, J. R. (2005). Supervising counselors-in-training: A guide for field supervisors. *Professional School Counseling, 8*, 353-359.
- Wood, C. & Rayles, A. D. (2006). A model of school counseling supervision: The Goals, Functions, Roles, and Systems model. *Counselor Education and Supervision, 45*, 253-266.