

Practicum and Internship Handbook School Counseling Program



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FIELD AND PLACEMENT TERMINOLOGY

Counselor trainee: Department of Psychological Science and Counseling student seeking or fulfilling practicum and/or internship experiences.

Director of Training & Placement: School Counseling faculty member with responsibility for coordinating clinical courses, including field site placements for practicum and internship.

Field Placement Site: School setting where counselor trainees provide counseling and counseling-related services under supervision from both the field site and the Department of Psychological Science and Counseling at Austin Peay State University.

Practicum: An *initial supervised* field experience course in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement at a site consistent with the student's selected emphasis area: PreK-12 School Counseling. During the practicum, the student engages in a broad range of activities similar to those provided by a professional school counselor. Participation in all aspects of the school counseling profession is highly structured and supervised at this stage of the counselor trainee's field experience. Practicum is completed in one semester and earns 2 semester hours credit; and requires 120 clock hours divided among the elementary, middle, and high school levels. Note: Observation and participation in regular education classroom teaching experiences may be included in the requirements of the practicum based on the level of prior teaching experience of the counselor trainee.

Internship: An *advanced supervised* field experience course (following practicum) in which the student refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship includes a field placement setting consistent with the student's selected emphasis area, school counseling. Internship approximates a full-time counseling position and is considered the "capstone" experience in the counseling program. Internship requires 600 clock hours divided among the elementary, middle, and high school levels. A student may enroll for internship for 3 credit hours in two semesters (3, 3) or 6 credit hours for one semester. In accordance with the CACREP standards each student's internship must include the following:

Field Experience Hours: The activities making up the practicum and internship experiences are counted as hours in direct service, indirect service, and supervision at the field placement site and on campus. Direct service hours may be recorded (video/audio tape) during the internship.

Direct Service involves hours of actual student contact; consultation with other professionals or parents; trainee case presentations at meetings/classes. Direct service hour requirements should consist of approximately 40% of total clock hours during the practicum/internship experience, as follows:

Practicum = 48 hours
Internship = 240 hours

School Setting: individual and group counseling; classroom and large group curriculum instruction; consultation.

Indirect Service involves hours of preparation for student contact. Generally speaking, indirect service is anything that SUPPORTS the direct delivery of service to students.

School Setting: information assessments and observations, field site supervisions, record keeping and review, tape review, case conferences, informal assessments and observations, program coordination, and after-hour school meetings and conferences.

Supervision: A tutorial and mentoring form of instruction in which the supervisor monitors the counselor trainee's activities and facilitates learning and skill development. Supervision in practicum and internship courses is provided by:

Field Site Supervisor: An experienced counselor familiar with the particular school in which the counselor trainee is working. The site supervisor must be readily accessible to the counselor trainee located in the same building, and provide an average of one hour per week of individual/triadic supervision through the internship. A qualified field site supervisor MUST have the following:

- 1) A master's degree in counselor or counseling-related field;
- 2) A minimum of 2 years post-masters experience in school counseling;
- 3) A field supervisor for a school setting MUST be a fully licensed school counselor in the state in which she/he is employed.

Faculty Instructor/Supervisor: The instructor for the practicum/internship course. All faculty members hold appropriate licenses and certification for the relevant fields. The faculty instructor/supervisor leads a minimum of 1 ½ hours of group supervision per week in class, and may provide individual supervision in practicum/internship.

Licensed School Counselor: An individual who holds a Tennessee School Counselor license. School counselor licensure in Tennessee is regulated by the Tennessee Department of Education.

Tevera: An online platform used for field placement supervision. This online system streamlines the placement process through online administration of formal site and student contracts, simplifies the supervision (and signing off) of supervisee hours and activities, and automates the process for submitting student evaluations.

CACREP and CAEP: The school counseling program at Austin Peay State University is designed to meet the Standards of CACREP (Council for Accreditation of Counseling and Counseling-Related Educational Programs), CAEP (Council for the Accreditation of Educational Programs), ASCA (American School Counselor Association), and the Tennessee Framework for School Counseling Programs. The school counselor training program is reviewed on a regular basis by CAEP.

GENERAL GUIDELINES & POLICIES

All counselor trainees are expected to read these guidelines and policies prior to application for practicum or internship classes. All trainees are expected to follow these guidelines and policies.

The Application Process

You must apply for Practicum or Internship at least one semester prior to the term in which you intend to enroll. Deadlines for the application are as follows:

Deadline for Fall Practicum/Internship: March 15

Deadline for Spring Practicum/Internship: September 15

You must apply for practicum or internship for each term in which you intend to enroll. A copy of the application form can be found in the Handbook appendices. Students must complete the application in the Tevera system. Contact the School Counseling Clinical Coordinator (gibsone@apsu.edu) if you need assistance.

A meeting for all beginning practicum and internship students is held each fall and spring, approximately two weeks after the application deadline. At this meeting, the requirements of the field experience will be reviewed, particular school sites discussed, and questions answered.

Eligibility & Pre-requisites for Practicum/Internship

The following criteria exist for enrollment in Practicum (COUN 5640) and Internship (COUN 5725):

- Program of Study for School Counseling on file in advisor's office and in College of Graduate Studies
- Obtaining a grade of **no less** than a "B" in **ALL** pre-requisite courses.
- Positive Student Progress Evaluation on record in advisor's office.

The following course must be satisfactorily completed prior to the beginning of the Practicum:

- COUN 5000: Research & Evaluation in Counseling (3)
- COUN 5110: Life Span Development (3)
- COUN 5150: Foundations of School Counseling (3)
- COUN 5160: Counseling Children and Adolescents (3)*
- COUN 5190: Psychological Assessment (3)*
- COUN 5210: School Culture for Counselors (3)
- COUN 5400: Theories of Counseling (3)
- COUN 5410: Counseling Techniques (3)
- COUN 5420: Advanced Counseling Techniques (3)
- COUN 5600: Theories and Counseling in Career Development (3)
- COUN 6010: Ethical, Legal and Professional Issues in Counseling (3)

* You may be concurrently enrolled in these courses during the practicum experience.

The following courses must be satisfactorily completed prior to the beginning of the Internship:

- COUN 5110: Life Span Development (3)
- COUN 5150: Foundations of School Counseling (3)
- COUN 5160: Counseling Children and Adolescents (3)
- COUN 5190: Psychological Assessment (3)
- COUN 5210: School Culture for Counselors (3)
- COUN 5400: Theories of Counseling (3)
- COUN 5410: Counseling Techniques (3)
- COUN 5420: Advanced Counseling Techniques (3)
- COUN 5430: Group Theories and Techniques (3)*
- COUN 5440: Diversity Issues in Counseling (3)
- COUN 5600: Theories and Counseling in Career Development (3)
- COUN 5640: Practicum in School Counseling (3)
- COUN 6010: Ethical, Legal and Professional Issues in Counseling (3)
- COUN 6015: Comprehensive School Counseling Program Development & Implementation (3)
- COUN 5000: Research & Evaluation in Counseling (3)

* Classes may also be taken concurrently with the first semester of Internship.

Attendance, Participation, Restrictions

Practicum/internship trainees are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. Trainees should develop a schedule with their field sites regarding attendance and come prepared to fully participate in the field site experience.

- Practicum trainees should plan to spend 12-15 hours a week at their field site.
- Internship trainees who are enrolled for 6 semester hours of internship should spend approximately 40 hours per week (no more than 50) for the 15 week semester. If the 200 clock hours on each level are not completed by the end of the APSU semester, your grade will be turned in as an IP (In Progress). When the 600 hours are completed and all of the required forms have been submitted to the University supervisor, a form will be submitted to the Registrar of the University, changing the IP to a letter grade.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance as expected. It is the responsibility of the trainee to arrange make-up supervision sessions. Consistent failure to report to your assigned school, miss class or supervision meetings, or repeated tardy arrival to any of these may result in the trainee receiving a failing grade for the practicum or internship. **Our relationship with the school counselor supervisors is very important and any action on the part of the trainee that may jeopardize that relationship will not be tolerated.**

Note: School Counselor trainees are not permitted to make home visits without the site supervisor during their practicum and/or internship. Counselor trainees must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites. Trainees may not work alone in a building at their field sites.

Professional Demeanor

Counselor trainees should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field supervisor about appropriate dress. The counselor trainee's professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counseling Association, as well as the guidelines set by the school system and the site supervisor. You should also carry your Austin Peay State University identification card with you at all times and may be asked to display this in a neck lavalier or clipped to your clothing.

Documentation

It is important that counselor trainees carefully manage the documentation required for practicum and internship. The numerous forms are designed to facilitate your learning process and verify information for

APSU records, CAEP and CACREP accreditation review, and licensure and certification. Many of the forms you will be using this semester will remain in the Department of Psychological Science and Counseling Department file as verification of your field experience coursework. It is in your best interest to complete all required documentation in a timely and efficient manner. Complete these forms with integrity and honesty. **Trainees should retain a copy of all completed forms submitted to the School Counseling Clinical Coordinator during practicum and internship.**

Supervision

A critical element in the practicum/internship experience is the extensive supervision received by the counselor trainees. Counselor trainees are expected to share client cases and professional issues for review and discussion in individual supervision with the faculty supervisor (individual and group supervision), their field site supervisor (site supervision), and their peers (group supervision during class). The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the trainee. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision will result in an unsatisfactory grade. A defensive or non-receptive position regarding supervision is unacceptable behavior and will seriously impair the trainee's progress through the clinical sequence.

Confidentiality

Counselor trainees are responsible for maintaining the confidentiality of all information related to their clients (elementary, middle, or high school students). Trainees must understand the confidentiality practices of their field sites and maintain documentation in a secure manner.

- Do not identify students by full names in practicum/internship documentation (e.g. notes, tapes, tape critiques) except for taping consent forms. Instead, use first names, initials, or some other coding method.
- Never fax/email anything with client names.
- Do NOT discuss clients over email. Instead, indicate to your supervisor that you wish to discuss a client situation and arrange to do so via meeting or phone conversation.

The maintenance of client confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss clients outside the classroom or with anyone other than your supervisors, APSU counselor education faculty members, and professionals at the field site.

Respect for Clients

Students who consent to receive counseling services from practicum/internship students are helping trainees to become effective counselors. Treat them respectfully. Students do not exist to serve the needs of trainees. It is inappropriate to keep seeing a student whose goals have been met or pull a student from class simply to meet your needs for recording or accumulating direct service hours.

Crisis Procedures

Counselor trainees must know the appropriate procedures at their field site regarding crisis situations (e.g. suicide, violent behavior). Trainees should notify their field site supervisors immediately of actual or potential crisis situations with clients and follow the supervisor's directives. In the event of a death (especially suicide or homicide) of a student, the counselor trainee must notify their practicum/internship faculty supervisor.

Professional Liability Coverage

Counselor trainees are required to obtain professional liability coverage (insurance) during practicum and internship. This is NOT homeowners insurance, but rather insurance that specifically addresses counseling services provided by a counselor trainee during practicum and internship. School counselors, including those employed on alternative licensure, are usually covered by their school district insurance, but you must check to be certain. A copy of your current insurance coverage should be given to the site supervisor and to the University supervisor for their files. Counselor trainees will find professional liability insurance easily obtainable at reasonable cost. The American Counseling Association (ACA) and the American School Counseling

Association (ASCA) are the easiest to obtain through their websites (www.counseling.org and www.schoolcounselor.org).

Background Checks & Criminal Records

All counselor trainees are required to complete a background check prior to fieldwork. Information about the background check will be discussed during the pre-fieldwork meeting. You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a professional counselor. Students are strongly suggested to explore expungement options prior to background checks if they have derogatory marks on their record.

Removal for Cause of Trainee from Field Site

The counselor trainee may be removed from his or her field site placement for the following reasons:

- Failure to obtain and show proof of professional liability insurance
- Failure to function in a mature, responsible, and professional manner
- Failure to follow the ethical guidelines of the counseling profession
- Dishonesty regarding field placement log or contract or proper signed consent forms for taping
- Failure to maintain confidentiality of client records and/or client situations
- By request of field site administrator/field site supervisor

Removal from practicum/internship may result in a failing grade in the course and a Student Performance and Fitness Evaluation. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program.

Audio and Video Recorded Counseling Sessions

Counselor trainees are expected to video or audio record several counseling activities during their field placement. Trainees will present portions of their taped sessions for review during supervision meetings with faculty supervisors and/or during group supervision (class). Individual instructors will give directions regarding how many tapes will be required, session critique forms, and related matters. Signed consent forms (provided elsewhere in this Handbook) must be completed before any taping is done and must accompany any recordings submitted for a grade or review. Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

Field Placement Policies

Counselor trainees must make a separate application to the School Counseling Program Coordinator for each semester of field placement and provide all requested documentation in a timely and efficient manner. See Application document elsewhere in this Handbook.

Counselor trainees must meet all course requirements, including documentation, as required by the Department of Psychological Sciences and Counseling, the College of Graduate Studies, and faculty.

Counselor trainees may not enroll in practicum or internship until the required number of hours has been completed.

Trainees must complete their practicum/internship experience in a setting appropriate to their selected program of specialization. The setting must provide a wide range of opportunities appropriate to the role of a professional school counselor. Trainees must complete their practicum/internship experience in a school setting under supervision of a licensed school counselor. Trainees cannot document over 50 hours per week.

Selecting a Practicum/Internship Site

Students' practicum/internship faculty supervisor will assist them in selecting a practicum/internship site. All practicum/internship site supervisors must be fully licensed, have worked as a school counselor for a minimum of two years, and have completed, at minimum, the APSU site supervisor training prior to supervising a practicum/internship student.

Students will submit a placement request to the faculty supervisor in the semester preceding fieldwork. The faculty supervisor will meet with the school system lead counselors to evaluate fit, then lead counselors will seek approval from potential supervisors and school principals. Final placements will be determined by the lead counselors then forwarded to the faculty supervisor for dissemination.

Neither the Department of Psychological Science and Counseling nor the counseling faculty can guarantee that a trainee will be accepted by a particular field placement site. Also, it cannot be guaranteed that a trainee will complete the required hours in a given semester.

Completing Internship Hours at Your Job Site

Occasionally, internship students are able to secure a job at a school prior to completing their field experience. In these situations, students must pass the PRAXIS II exam (#5422) and secure a transitional license from the state. A passing score is 159. Students may find more information on the PRAXIS here: <https://www.ets.org/praxis/site/test-takers/resources/prep-materials.html?examId=5422>.

Students pursuing this option must receive prior approval from their APSU supervisor. They must be able to complete the full range of required experiences at the job site. Should this not be possible, students must establish a specialized learning contract describing how they will fulfill the required experiences through specific projects (e.g. grant-writing, needs assessment, program development and evaluation) which are beyond the scope of their current employment responsibilities. Consult with your APSU supervisor to plan specialized learning contract. Please note: All direct contact hours must be met.

PERSONAL DISPOSITIONS

A disposition is an embedded personality trait that is displayed in a person's temperament continuously over time. School counselor trainees are expected to behave professionally, as described in the dispositions, both within and outside the classroom. It is the responsibility of the counselor education faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a school counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following personal dispositions as those that are desired by counselors for personal and professional success, and each student will be provided opportunities to self-reflect and demonstrate each of these traits (adapted from Ladany, Hill, Corbett, & Nutt, 1996).

- Commitment
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal Competence
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication
- Respect
- Perceives and honors diversity
- Self-care
- Wellness
- Integrity
- Personal responsibility
- Personal integrity
- Courage
- Congruence
- Self-awareness
- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty

THE PRACTICUM/INTERNSHIP EXPERIENCE

The Initial Contact:

When you have an initial contact with school personnel you should conduct yourself as you would if you were seeking employment or being interviewed for a job. Appropriate dress is required. If you are uncertain of what is acceptable attire, ask the school site supervisor. School personnel have the authority to approve or reject your placement! Once you have been notified of your placement, keep in mind that your site will not be changed unless there is a unique situation. Contact the supervisor and schedule a time to meet AFTER the first class meeting (unless otherwise instructed).

Take the time to meet with your supervisor to get the information that is needed to answer each of the questions. The information you receive will give you a better understanding of the supervision expectations.

- a. What personal goals do you wish to accomplish during the supervisory process?
- b. What professional goals do you wish to accomplish during the supervisory experience?
- c. What strategies need to be selected to meet the identified goal (s)?
- d. How often will you and your supervisor meet? How long? Where?
- e. If conducting counseling sessions, will they be audio or videotaped? Who will see/hear the tapes? How will confidentiality be maintained? How will informed consent be obtained? Is a private room available for meeting with students and/or parents?
- f. How will the supervision sessions be structured? What is expected of the supervisor/counselor trainee?
- g. What are the procedures for emergency situations? Who needs to be contacted?
- h. What evaluative procedures will be used?
- i. How are the practicum hours to be organized? Group work? Class lessons? Parent consultations? Individual counseling?
- j. How often will the program supervisor visit the field site?
- k. What assessment tools will be used to determine counselor intervention/strategy effectiveness?
- l. What number of absences will be accepted to successfully complete the practicum?
- m. What are the identified procedures for disputing evaluations in which there is a disagreement?
- n. What are the procedures for absences and tardiness?
- o. Who needs to be contacted when there is a crisis and the site supervisor is unavailable?

Supervision Requirements:

Supervision is a vital component of the practicum/internship field experience. Your supervisor will be expected to participate in supervision with you for at least 1 hour per week throughout your experience. The primary supervision should be conducted on an individual basis, although it is appropriate for a supervisor to meet with two students at one time.

You are expected to attend all supervision meetings on a weekly basis. It is your responsibility to come to all supervision meetings prepared. This means all required paperwork, audio/video recorded sessions, questions/concerns, or other requirements should be completed and ready to present.

Site Supervision

Your site supervisor will be given guidelines for his or her responsibilities for practicum and internship supervision. Most site supervisors have worked with many counselor education students over the years and are extremely comfortable with the process. It is important for you to be aware of what the supervisor will be expected to do, and what he or she will be expecting of you.

Site Supervisor Qualifications

Your supervisor must have a master's degree in counseling or a closely related field; appropriate licensure/certification as a professional school counselor; and, must have at least two years of

experience as a school counselor beyond the master's degree. In addition, supervisors must have completed formal training in supervision skills and techniques.

Evaluation

Your site supervisor will be responsible for evaluating your performance in a written format to be submitted to your APSU practicum/internship supervisor at the mid-term and at the end of the practicum/internship experience. Additionally, you will evaluate your site supervisor and placement sites. A copy of all evaluation forms are provided in the Appendices. All evaluations should be completed in Tevera.

Communication

During the practicum and internship experience, the APSU faculty supervisor will email/phone your site supervisor at the beginning of the semester or field experience. If the site supervisor or placement site has had no previous affiliation with APSU's M.S. in Counseling Program, a site visit will be arranged at the convenience of the site supervisor and APSU supervisor. Additionally, the APSU supervisor will consult with the site supervisor during mid-semester and at the end of the semester to further discuss your progress. **Please note: ongoing consultation will occur throughout the semester as appropriate for the student, site supervisor, and university supervisor.**

Faculty Supervision

Practicum/Internship Meetings

During your practicum/internship you will meet for 1 ½ hours per week in individual or group supervision with your APSU faculty supervisor. During these sessions, the focus will be on individual and group supervision of your counseling skills, sharing and receiving feedback on your experiences, discussion of current topics in school counseling, and in further developing your skills as a professional school counselor. You are required to attend all individual and/or group supervision sessions.

Evaluation

Your APSU supervisor will evaluate your performance as shown in your participation in group supervision. Additionally, with recommendation from your site supervisor, your APSU supervisor will assign your final grade in practicum/internship.

Communication

During the practicum and internship experience, the APSU supervisor of the course will email/phone the site supervisor at the beginning of the semester, then arrange a site visit at the convenience of the site supervisor and APSU supervisor (as needed). Additionally, the APSU supervisor will consult with the site supervisor during mid-semester and at the end of the semester to further discuss student progress. **Please note: ongoing consultation will occur throughout the semester as appropriate for the student, site supervisor, and university supervisor.**

PROFESSIONAL ORGANIZATIONS

American Counseling Association

<http://www.counseling.org/>

The American Counseling Association (ACA) is an organization of counseling professionals who work in educational, health care, residential, private practice, community agency, government, and business and industry settings. Its mission is “to enhance human development throughout the life span and to promote the counseling profession.” The website contains links to divisions, conference information, an online newsletter, and information for the public.

American School Counselor Association

<http://www.schoolcounselor.org/>

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors around the globe.

Codes of Ethics

In general, the codes of ethics of the major professional organizations do not make distinctions in ethical behavior of clinicians when treating mental disorders versus other kinds of problems.

American Counseling Association (ACA) – Code of Ethics

The ACA Code of Ethics and Standards for Practice can be found at the following link:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

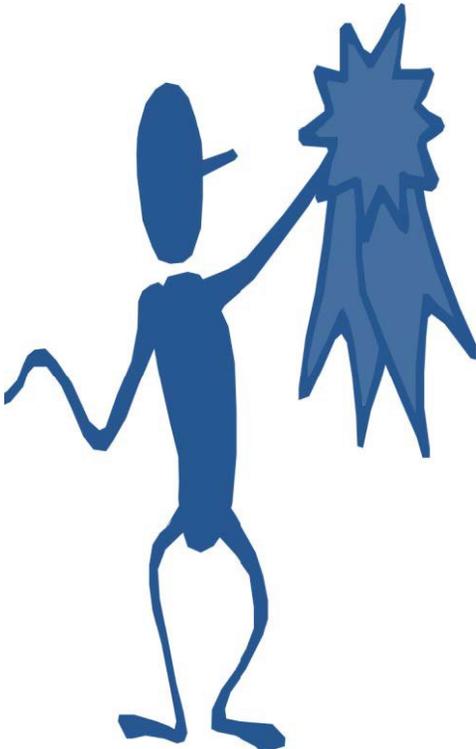
American School Counselors Association (ASCA) – Code of Ethics

The ASCA code of ethics can be found by going to the provided link:

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

SUPERVISOR APPRECIATION

Thank you Internship Supervisors!



We greatly value your willingness to volunteer to supervise our internship students. As a way of thanking you for your service, Austin Peay State University provides a small stipend of \$50 for every 200 clock hours that an individual supervises. In order to receive this gift, you must complete the **School Counselor Supervisor Substitute W-9 Form** found in the appendices and fax the form to the School Counseling Clinical Coordinator at: (931) 221-6267, or mail it to: PO Box 4537, Clarksville, TN 37044.

Please note that any personal information the supervisor provides will be kept confidential. Please call (931) 221-7233 or (931) 221-6224 if you have questions.

APPENDICES

PRACTICUM & INTERNSHIP FORMS SCHOOL COUNSELING

Note: These forms are provided for review only. Fieldwork forms should be completed in Tevera. Paper forms will not be accepted.

Application for School Counseling Practicum and Internship

Due Dates: Spring 10/15 Fall 04/15

Practicum Internship Semester Applying For: _____ Hours Requested: _____

Name: _____ A#: _____

Address: _____ City _____ Zip _____

Phone #: _____ Alternate #: _____

Term Admitted to Program: _____ Required Program Hours: _____

Program Advisor: _____ Number Program Hours Completed: _____

Record Grade in Courses Below. Mark an "X" if currently enrolled.

School Counseling Required Courses:

- _____ COUN 5000: Research & Evaluation in Counseling (3)
- _____ COUN 5110: Lifespan Development (3)
- _____ COUN 5150: Foundations of School Counseling (3)
- _____ COUN 5160: Counseling Children and Adolescents (3)*
- _____ COUN 5190: Psychological Assessment (3)*
- _____ COUN 5210: School Culture for Counselors (3)
- _____ COUN 5400: Theories in Counseling (3)
- _____ COUN 5410: Counseling Techniques (3)
- _____ COUN 5420: Advanced Counseling Techniques (3)
- _____ COUN 5430: Group Theories and Techniques (3)**
- _____ COUN 5440: Diversity Issues in Counseling (3)
- _____ COUN 5600: Theories and Counseling in Career Development (3)
- _____ COUN 5640: Practicum in School Counseling (3)
- _____ COUN 5725: Internship in School Counseling (6)
- _____ COUN 6010: Ethical, Legal & Professional Issues in Counseling (3)
- _____ COUN 6015: Comprehensive School Counseling Program Development & Implementation (3)*

Electives Specify): _____

*You must have completed all courses above with the exception of those noted, **prior** to starting a practicum placement. **You may be enrolled concurrently in these courses while completing the internship experience.

Have you met with your program advisor to discuss your readiness for practicum or internship? _____

Have you made a tentative selection of a practicum or internship placement? If so, where?

I have attached the following:

- Proof of Liability Insurance Ethical Agreement Trainee Consent for Audio & Video Taping

SUBMIT THE COMPLETED FORM IN TEVERA

Ethical Agreement
School Counseling

Trainee: _____ Semester/Year: _____

This document should be completed and signed in Tevera. The trainee should retain a copy.

1. I hereby attest that I have read and understood the current Ethical Standards of the American School Counselor Association and will practice my counseling in accordance with these standards. **NOTE: the ASCA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Internship Handbook.**
2. I hereby attest that I have read and understood the Retention Policy of the Department of Counseling and agree to abide by its provisions (Retention Policy is found elsewhere in this Handbook).
3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
4. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.
5. I understand that I will not be issued a passing grade in counseling skills classes and internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as outlined by my faculty instructor.
6. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

Counselor Trainee Signature

Date

*submit with Application for Fieldwork

Trainee Consent for Audio & Video Taping

This document should be completed and signed in Tevera. The trainee should retain a copy.

Trainee: _____ Semester/Year: _____

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum and internship training. During my fieldwork experience I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor assigned to the class.

I understand that these tapes are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above tapes that are played during class or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American School Counselor Association Code of Ethics.

Trainee Signature

Date

Faculty Instructor Signature

Date

*submit with Application for Fieldwork

APSU Department of Psychological Science & Counseling
Checklist of School Counseling Field Experience

Field Placement (Check one): _____ Practicum _____ Internship
Counselor Trainee: _____ Semester/Year: _____
School: _____ Site Supervisor: _____

The following items will be placed in the student's permanent file:

Initialed by:

Professor Candidate

- | | |
|-------|---|
| _____ | 1. Checklist for School Counseling Field Experience |
| _____ | 2. Field Placement Contract |
| _____ | 3. Field Site Supervisor Registration |
| _____ | 4. Emergency/Crisis Management: School Setting |
| _____ | 5. Field Experience Plan |
| _____ | 6. Site Supervisor's Evaluation of Trainee (practicum-1; internship-2) |
| _____ | 7. Self-evaluation of Field Experience Forms (practicum-1; internship-2) |
| _____ | 8. Student Evaluation of Field Site & Supervisor |
| _____ | 9. Parent/Student Consent Form |
| _____ | 10. Individual Counseling Session Observation Form |
| _____ | 11. Field Experience Weekly log |
| _____ | 12. Field Experience Summary |
| _____ | 13. School Counseling Core Curriculum Lesson Observation (<i>Internship Only</i>) |
| _____ | 14. Encourage School Counseling Supervisor to complete and submit
W9 Form to instructor (<i>Internship Only</i>) |

NOTE: *These documents will verify your field experience hours. This is necessary when you seek school counselor certification and when applying for licensure. It is recommended that you keep copies of all these documents and submit your **original work** with this checklist at the end of the semester.*

Practicum Field Placement Contract

Agreement of Best Practices for Supervision: Site Supervisor, Faculty Supervisor, and Student Responsibilities

School Counseling Term of Agreement

_____ to _____
Month/Day/Year Month/Day/Year

Student Name: _____ A#: _____

Address: _____

City: _____ State: _____ Zip: _____

Cell Phone: _____ Emergency Contact/Phone: _____

APSU E-mail: _____

Site Supervisor Information

Name of Site: _____

Site Supervisor (with degree/credentials): _____

Address of Site: _____

Office Phone: _____ Cell Phone: _____

Site Supervisor e-mail: _____

Introduction to Supervision Contract

This document is intended to establish the roles and responsibilities of supervision for the faculty supervisor, site supervisor, and student in order to best assist in the student's professional development and to protect the client.

Department of Psychological Science and Counseling

1. Provide an orientation for site supervisors at least once a year
2. Provide assistance, consultation, and professional development opportunities to site supervisors as needed

Faculty Supervisor Qualifications, Roles and Responsibilities

1. Has a doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Has relevant experience and appropriate credentials/licensure and or demonstrated competence in counseling.
3. Has relevant supervision training and experience.
4. Will provide a safe environment for student growth within group supervision
5. Will assist in the development of goals and tasks to achieve in supervision specific to assessed competencies
6. Will identify and build upon supervisee's strengths as defined in competency evaluations.
7. Will monitor student counter-transference and provide a safe place for discussion
8. Will monitor student self-care based on student report and student performance.
9. Will identify strains or ruptures in the supervisory relationship.

10. Will communicate with site supervisors on a regular basis beginning with an initial contact at the beginning of the placement, a mid-term communication, and at the end of the trainee's practicum experience.
11. Will provide an average of 1 ½ hours per week of individual/triadic/group supervision on a regular schedule throughout the Practicum experience.
12. Will observe a student's interactions with clients through audio/video recordings and/or live supervision.
13. Will provide regular feedback to students they supervise about their development as counselors.

Site Supervisor Qualifications, Roles and Responsibilities

1. Has a minimum of a master's degree in school counseling, or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Has a minimum of two years of pertinent professional experience as a school counselor.
3. Has relevant training in counseling supervision.
4. Is knowledgeable of the program's expectations, requirements, and evaluation procedures for students.
5. Has participated in a supervision orientation offered by the Department of Psychological Science and Counseling.
6. Will take advantage of assistance, consultation, and professional development opportunities provided by the counseling program faculty as needed.
7. Will continue to pursue supervision training to maintain and cultivate competency in this area.
8. Will orient the student to the mission, goals, objectives, and procedures of the site/school counseling program.
9. Will negotiate Practicum hours and responsibilities with the student, utilizing this agreement as a starting point.
10. Will develop goals and objectives with the student for his/her experience early in the Practicum experience.
11. Will provide weekly interactions with each Practicum student that averages 1 hour per week of individual and/or triadic supervision throughout the Practicum experience.
12. Will regularly observe a student's interactions with clients through audio/video recordings and/or live supervision
13. Will ensure that there is a certified school counselor on-site and available whenever school counselors-in-training are seeing clients. In addition, site supervisors must accompany students on all home visits or any direct service outside of the school.
14. Will electronically complete formal mid-term and final evaluations of student's performance. Site supervisors will discuss midterm and final evaluations with the student, and will sign the evaluation along with faculty supervisors and students.
15. Will meet with faculty supervisors upon request and communicate student's progress at regular intervals throughout the Practicum experience, as requested by the faculty supervisor, e.g., by email or phone call.
16. Will communicate any concerns regarding supervisee's performance or behavior to faculty supervisor as soon as possible.
17. Will provide students an opportunity to obtain a minimum of 40% of the practicum hours (e.g. 16 hours of a 40 hour placement) in the form of direct service with clients.
 - a. Direct Service = Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + school counseling core curriculum teaching hours.
 - b. School counselors-in-training will have opportunities to make audio/video recordings for use in both faculty and site supervision.
18. Verify and electronically sign student logs weekly which document the student's completion of hours.
19. Discuss and model ethical and legal behavior, specifically in the areas of client confidentiality and necessary breach of confidentiality.

CACREP Competency Expectations

It is expected that supervision will occur in a competency-based framework. Below you will find the course objectives that the supervisee is required to achieve in the course. Supervisees should self-assess clinical

competencies (knowledge, skills, and values/beliefs), and supervisors should compare supervisee self-assessments with their own assessments based on observations and discussion of supervisee's work.

Supervisors should observe, evaluate, and strive toward developing supervisee's growth in the following CACREP standards:

Practicum Course Objectives

STANDARD	OBJECTIVE
CORE II F.1.m	the role of counseling supervision in the profession
CORE II F.1.k	strategies for personal and professional self-evaluation and implications for practice
CORE II F.5.f	counselor characteristics and behaviors that influence the counseling process
CORE II F.6.d	characteristics and functions of effective group leaders
SC G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
SC G.2.b	School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
SC G.2.d	School counselor roles in school leadership and multidisciplinary teams
SC G.2.k	Community resources and referral sources
SC G.3.a	Development of school counseling program mission statements and objectives
SC G.3.c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
SC G.3.f	Techniques of personal/social counseling in school settings
SC G.3.l	Techniques to foster collaboration and teamwork within schools
SC G.3.e	use of developmentally appropriate career counseling interventions and assessments
SC G.3.n	Use of accountability data to inform decision making
SC G.3.o	Use of data to advocate for programs and students

The Practicum Student's Roles & Responsibilities

The Practicum Student understands the following:

1. A supervised Practicum experience must total a minimum of 120 clock hours over a minimum 12-week academic term.
2. Practicum includes at least 40% of time in direct service with actual clients (e.g. 16 hours of a 40 hour placement, 24 hours of a 60 hour placement, or 48 hours of a 120 hour placement) that contributes to the development of counseling skills.

- a. Direct service with clients may include conducting initial intakes, individual counseling, group counseling, and school counseling core curriculum lesson delivery. Direct service may only include hours spent in the above mentioned capacities to actual clients at the agreed upon site. That is, work with “volunteer clients” or clients not affiliated with the site are not considered direct service and are not part of the supervised practicum experience. No more than 50% of the direct service can include group counseling/core curriculum lesson delivery hours.
 - b. Audio/video recordings must be made for use in supervision with both faculty and site supervisors. Students are responsible for providing audio/video recordings during class meetings, as indicated by the faculty supervisor, in the format that Faculty and Site Supervisors have access to (e.g. confidential link, thumb drive, etc.).
3. Attend all individual/triadic/group supervision meetings with faculty supervisor; understand that if any supervision meeting is missed all counseling work must be suspended, until such time a supervision session can be scheduled.
 4. In order to progress to Internship, all course requirements must be met with a minimum grade of B in the Practicum course.

Audio/Video Media and Security Agreement

1. All audio/video recordings of counseling session in COUN courses will meet HIPAA standards for security. This standard states that representatives must ensure the confidentiality of all electronic protected health information and protect against any threats or hazards to the security of such information.
2. Any audio/video recordings must be password protected and destroyed after use.
3. I have read and understand my responsibilities in referencing audio/videotaping, storage and destruction. Additionally, I understand my responsibilities include keeping my Practicum supervisor(s) informed of any irregularities occurring with the audio/video recording process during my practicum/internship.

Students are continuously evaluated during their Practicum experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the practicum/internship experience and the semester. These evaluations are done by faculty supervisors in the practicum and internship courses and by site supervisors. Midterm evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with the students by faculty and site supervisors, signed by students and supervisors, and placed in the students’ practicum and internship files.

STATEMENT OF AGREEMENT

The contract may be revised at the request of the student or supervisor. Revisions will be made only with consent of student and approval of site supervisors and faculty supervisors.

We, _____ (student) and
_____ (site supervisor) and
_____ (faculty supervisor) agree to follow the directives laid out in this supervision agreement and to conduct ourselves in keeping with the ACA/ASCA Ethical Principles and Code of Conduct and Tennessee laws and regulations.

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Internship Field Placement Contract

Agreement of Best Practices for Supervision: Site Supervisor, Faculty Supervisor, and Student Responsibilities

School Counseling Term of Agreement

_____ to _____
Month/Day/Year Month/Day/Year

Student Name: _____ A#: _____

Address: _____

City: _____ State: _____ Zip: _____

Cell Phone: _____ Emergency Contact/Phone: _____

APSU E-mail: _____

Site Supervisor Information

Name of Site: _____

Site Supervisor (with degree/credentials): _____

Address of Site: _____

Office Phone: _____ Cell Phone: _____

Site Supervisor e-mail: _____

Introduction to Supervision Contract

This document is intended to establish the roles and responsibilities of supervision for the faculty supervisor, site supervisor, and student in order to best assist in the student's professional development and to protect the client.

Department of Psychological Science and Counseling

1. Provide an orientation for site supervisors at least once a year
2. Provide assistance, consultation, and professional development opportunities to site supervisors as needed

Faculty Supervisor Qualifications, Roles and Responsibilities

1. Has a doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Has relevant experience and appropriate credentials/licensure and or demonstrated competence in counseling.
3. Has relevant supervision training and experience.
4. Will provide a safe environment for student growth within group supervision
5. Will assist in the development of goals and tasks to achieve in supervision specific to assessed competencies
6. Will identify and build upon supervisee's strengths as defined in competency assessments.
7. Will monitor student counter-transference and provide a safe place for discussion
8. Will monitor student self-care based on student report and student performance.
9. Will identify strains or ruptures in the supervisory relationship.

10. Will communicate with site supervisors on a regular basis beginning with an initial contact at the beginning of the placement, a mid-term communication, and at the end of the trainee's internship experience. .
11. Will provide an average of 1 ½ hours per week of individual/triadic/group supervision on a regular schedule throughout the Internship experience.
12. Will observe a student's interactions with clients through audio/video recordings and/or live supervision.
13. Will provide regular feedback to students they supervise about their development as counselors.

Site Supervisor Qualifications, Roles and Responsibilities

1. Has a minimum of a master's degree in school counseling, or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Has a minimum of two years of pertinent professional experience as a school counselor.
3. Has relevant training in counseling supervision.
4. Is knowledgeable of the program's expectations, requirements, and evaluation procedures for students.
5. Has participated in a supervision orientation offered by the Department of Psychological Science and Counseling.
6. Will take advantage of assistance, consultation, and professional development opportunities provided by the counseling program faculty as needed.
7. Will continue to pursue supervision training to maintain and cultivate competency in this area.
8. Will orient the student to the mission, goals, objectives, and procedures of the site/school counseling program.
9. Will negotiate Internship hours and responsibilities with the student, utilizing this agreement as a starting point.
10. Will develop goals and objectives with the student for his/her experience early in the Internship experience.
11. Will provide weekly interactions with each Internship student that averages 1 hour per week of individual and/or triadic supervision throughout the Internship experience.
12. Will regularly observe a student's interactions with clients through audio/video recordings and/or live supervision
13. Will ensure that there is a certified school counselor on-site and available whenever school counselors-in-training are seeing clients. In addition, site supervisors must accompany students on all home visits or any direct service outside of the school.
14. Will electronically complete formal mid-term and final evaluations of student's performance. Site supervisors will discuss midterm and final evaluations with the student, and will electronically sign the evaluation along with faculty supervisors and students.
15. Will meet with faculty supervisors upon request and communicate student's progress at regular intervals throughout the Internship experience, as requested by the faculty supervisor, e.g., by email or phone call.
16. Will communicate any concerns regarding supervisee's performance or behavior to faculty supervisor as soon as possible.
17. Will provide students an opportunity to obtain a minimum of 40% of the Internship hours (e.g. 80 hours of a 200 hour placement for a total of 240 hours of a 600 hour internship experience) in the form of direct service with clients.
 - a. Direct Service = Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + school counseling core curriculum teaching hours.
 - b. School counselors-in-training will have opportunities to make audio/video recordings for use in both faculty and site supervision.
18. Verify and electronically sign student logs weekly which document the student's completion of hours.
19. Discuss and model ethical and legal behavior, specifically in the areas of client confidentiality and necessary breach of confidentiality.

CACREP Competency Expectations

It is expected that supervision will occur in a competency-based framework. Below you will find the course objectives that the supervisee is required to achieve in the course. Supervisees should self-assess clinical

competencies (knowledge, skills, and values/beliefs), and supervisors should compare supervisee self-assessments with their own assessments based on observations and discussion of supervisee’s work.

Supervisors should observe, evaluate, and strive toward developing supervisee’s growth in the following CACREP standards:

STANDARD	OBJECTIVE
CORE II F.1.m	Understand the role of counseling supervision in the profession
CORE II F.1.k	Utilize strategies for personal and professional self-evaluation and implications for practice
CORE II F.5.f	Demonstrate counselor characteristics and behaviors that influence the counseling process
CORE II F.6.d	Demonstrate the characteristics and functions of effective group leaders
SC G.2.a	Demonstrate an understanding of a school counselor’s roles as leaders, advocates, and systems change agents in P-12 schools
SC G.2.b	Demonstrate knowledge of a school counselor’s role in consultation with families, P-12 and postsecondary school personnel, and community agencies
SC G.2.d	Demonstrate knowledge of a school counselor’s role in school leadership and multidisciplinary teams
SC G.2.k	Utilize community resources and referral sources
SC G.3.a	Development of a school counseling program mission statements and objectives
SC G.3.c	Development of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
SC G.3.d	Demonstrate interventions to promote academic development
SC G.3.e	Demonstrate the use of developmentally appropriate career counseling interventions and assessments
SC G.3.f	Demonstrate techniques of personal/social counseling in school settings
SC G.3.g	Demonstrate strategies to facilitate school and postsecondary transitions
SC G.3.j	Demonstrate interventions to promote college and career readiness
SC G.3.l	Demonstrate techniques to foster collaboration and teamwork within schools
SC G.3.n	Utilize accountability data to inform decision making
SC G.3.o	Utilize data to advocate for programs and students

The Internship Student’s Roles & Responsibilities

1. The Internship Student understands the following:
2. A supervised Internship experience must total a minimum of 600 clock hours over a minimum 16-week academic term (or 300 clock hours over two academic terms).
3. Internship includes at least 40% of time in direct service with actual clients (e.g. 80 hours of a 200 hour placement for a total of 240 hours of a 600 hour internship experience) that contributes to the development of counseling skills.
 - a. Direct service with clients may include conducting initial intakes, individual counseling, group counseling, and school counseling core curriculum lesson delivery. Direct service may only include hours spent in the above mentioned capacities to actual clients at the agreed upon site. That is, worth with “volunteer clients” or clients not affiliated with the site are not considered direct service and are not part of the supervised Internship experience.
 - b. Audio/video recordings must be made for use in supervision with both faculty and site supervisors. Students are responsible for providing audio/video recordings during class

meetings, as indicated by the faculty supervisor, in the format that Faculty and Site Supervisors have access to (e.g. confidential link, thumb drive, etc.).

4. Attend all individual/triadic/group supervision meetings with faculty supervisor; understand that if any supervision meeting is missed all counseling work must be suspended, until such time a supervision session can be scheduled.
5. All course requirements must be met with a minimum grade of B in the Internship course in order to graduate from the program.

Audio/Video Media and Security Agreement

1. All audio/video recordings of counseling session in COUN courses will meet HIPAA standards for security. This standard states that representatives must ensure the confidentiality of all electronic protected health information and protect against any threats or hazards to the security of such information.
2. Any audio/video recordings must be password protected and destroyed after use.
3. I have read and understand my responsibilities in referencing audio/videotaping, storage and destruction. Additionally, I understand my responsibilities include keeping my Internship supervisor(s) informed of an irregularities occurring with the audio/video recording process during my Internship/internship.

Students are continuously evaluated during their Internship experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the Internship/internship experience and the semester. These evaluations are done by faculty supervisors in the practicum and internship courses and by site supervisors. Midterm evaluations involve faculty and site supervisors' consultation. Completed evaluations are discussed with the students by faculty and site supervisors, signed by students and supervisors, and placed in the students' practicum and internship files.

STATEMENT OF AGREEMENT

The contract may be revised at the request of the student or supervisor. Revisions will be made only with consent of student and approval of site supervisors and faculty supervisors.

We, _____ (student) and
_____ (site supervisor) and
_____ (faculty supervisor) agree to follow the directives laid out in this supervision agreement and to conduct ourselves in keeping with the ACA/ASCA Ethical Principles and Code of Conduct and Tennessee laws and regulations.

Student: _____

Date: _____

Site Supervisor: _____

Date: _____

Faculty Supervisor: _____

Date: _____

Desired Field Experiences

Practicum & Internship in School Counseling

Familiarization with the School Environment. The trainee should become familiar with:

1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statement regarding the philosophy, purpose, organization, and procedures of the school's counseling program.
8. Written statements regarding the mission, vision, organization, and procedures of the district's K-12 comprehensive developmental counseling program.

Program Planning/Management/Evaluation. The trainee should become familiar with:

1. Community and school environment assessment activities.
2. Needs assessment of students, teachers, and parents.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly-scheduled counseling staff meetings.
5. Follow-up studies with former students, including follow-up reports to administrators, parents, and teachers as appropriate.

Counseling and School Counseling Core Curriculum. The trainee should gain knowledge and observe school counselors:

1. Facilitating individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Conducting classroom or other group school counseling core curriculum activities.
7. Participating in student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

Assessment and Records. The trainee should become familiar with and gain experience in:

1. School counseling department record-keeping system as well as school's cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records.

Consultation and Coordination. The trainee should gain knowledge in:

1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students' developmental needs; academic, career, and social/emotional development; and classroom management.
3. Consultation with parents regarding student academic, career, and social/emotional development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

Individual Planning and Placement. The trainee should become familiar with:

1. Career development and related activities.
2. Educational, occupational, and social/emotional information resources in the counseling department and media center.

3. Career and educational planning, development, and/or placement with individual students.

Professionalism. The trainee is expected to:

2. Adhere to ACA and ASCA ethical standards.
3. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
4. Demonstrate appropriate human relation skills with students, school personal, and parents.
5. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.
6. Show respect for diversity among students, school personal, and the community. Seek and utilize feedback from supervisors.

Field Site Supervisor Registration
School Counseling

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor.*

Counselor Trainee: _____ Semester/Year: _____

____ Practicum ____ Internship ____ Internship II Effective from ____ / ____ / ____ through ____ / ____ / ____

SITE INFORMATION

Placement Site (School): _____

Address: _____

Name of Building Principal: _____

FIELD SITE SUPERVISOR INFORMATION

Name: _____

School: _____

Address: _____

Office phone: _____ Email: _____

Highest degree earned: EdD PhD MS MEd Other (specify) _____

Year degree earned: _____ Discipline (e.g., counseling, psychology) _____

Supervisor Credentials: †Certified School Counselor, certification #: _____

‡NCC, certification #: _____ †Other ? _____

Supervisor's years of experience at setting appropriate to this setting? _____

NOTE: A qualified Field Site Supervisor for a School Setting must have a master's degree in counseling or a counseling-related field, be a fully certified school counselor, and have a minimum of 2 years of post-masters experience.

Emergency/Crisis Management Plan

School Counseling

This form must be completed for each semester of field placement and handed in on the first night of class. Trainees must retain a copy. Please attach a copy of any school emergency/crisis response documents.

Any situation involving a student that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Report of child abuse
7. Severe depression, anxiety, etc.

SCHOOL POLICY: What is the school policy about counselor trainees managing a student crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours

Who is the trainee to contact in case of an emergency/crisis situation?

Name: _____

Phone: _____

If this person is not available, who else can the trainee contact?

Name: _____

Phone: _____

Outside of Field Placement Hours: If trainees are concerned about students and need to contact a supervisor outside of the regular field placement hours, what procedures should they follow?

Field Experience Plan
School Counseling

This document must accompany the field placement contract and be filed with the instructor.

____ Practicum

____ Internship I

____ Internship II

Counselor Trainee: _____ Semester/Year: _____

Field Site Placement: _____

Proposed schedule for counselor trainee at field site placement:

	Times trainee is expected to be at field site (e.g., 7am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
	Total weekly hours =	

Please check all activities likely to be observed and/or undertaken by the counselor trainee during this placement experience.

Direct (Practicum ≥ 48 hrs.; Internship ≥ 240 hrs.)	Indirect
<input type="checkbox"/> individual and group counseling <input type="checkbox"/> classroom and large group curriculum instruction <input type="checkbox"/> consultation	<input type="checkbox"/> information assessments and observations <input type="checkbox"/> record keeping and review <input type="checkbox"/> informal assessments and observations <input type="checkbox"/> program coordination <input type="checkbox"/> parent conferences <input type="checkbox"/> after-hour school meetings & conferences

Other (describe): _____

Please specify when site supervision will occur: _____

Counselor Trainee (print) Signature & date

Field Site Supervisor (print) Signature & date

Field Experience Summary

Practicum Internship I Internship II

Student Name: _____

Field Site: _____

Name of site Phone Number

Street Address City/State/Zip

Site Supervisor of Record: _____

Highest Degree: _____ License and/or Certification: _____

Dates of Placement: From: ____ / ____ / ____ To: ____ / ____ / ____

Hours summary:

	Inst.	A&A	Ind. Counseling	Group Counseling	Consultation	Site Supervision	Collaboration	Referrals	Planning	Other Site Activities	Campus Supervision
Wk 1											
Wk 2											
Wk 3											
Wk 4											
Wk 5											
Wk 6											
Wk 7											
Wk 8											
Wk 9											
Wk 10											
Wk 11											
Wk 12											
Wk 13											
Wk 14											
Wk 15											
TOTAL											

Total direct (Inst. + A&A + Ind. Counseling + Grp. Counseling+ Consultation): _____

Total indirect (Site Supervision + Collaboration + Referrals + Planning + Other Site Act.): _____

Campus Supervision _____

TOTAL CUMULATIVE HOURS: _____

This is to certify that the above-named student has satisfactorily completed fieldwork under my supervision.

Signature of Student Date

Signature of Site Supervisor Date

Signature of University Supervisor Date

Parent/Student Consent Form

Austin Peay State University
Department of Psychological Science and Counseling
School Counseling

Student: _____ **Student Age:** _____

Parent/Guardian: _____

Counselor: _____ **Phone:** _____

Your child has the opportunity to receive counseling services at (school) _____

The purpose of counseling is to help your child develop the skills to resolve difficulties that may be interfering with academic and personal success. Counseling is designed to assist your child in areas such as self-awareness, decision-making, improved behavior, social adjustment, and other needs as they arise. By participating in a short-term counseling process, he or she will, hopefully, learn how to work through his or her problems independently and become a more productive and motivated student.

These counseling services will be provided by a counselor trainee in the master's degree counseling program of the Department of Psychological Science and Counseling at Austin Peay State University. This trainee has completed advanced graduate coursework in counseling and is supervised at the school and by the University. Counseling interviews are recorded (audio or video) to help the counselor improve his or her skills and are erased by the end of the semester. All recordings are treated according to the Code of Ethics of the American Counseling Association and, therefore, confidentiality is guaranteed.

Your signature below indicates you are willing for your child to receive counseling services. If you are interested in more information or are concerned about your child's progress, please contact the counselor for consultation at the telephone number listed above.

Signatures:

Parent/Guardian or Student (if student is over 18 years) _____ Date _____

Counselor Trainee _____ Date _____

Faculty Instructor _____ Date _____

Suggestions for Audio & Video Recording

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means laptops or iPads that are password-protected.

These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. Video recordings are always preferable since it allows for visual review; however, some field placement sites will only allow audio recordings. Whatever format you use, remember that all recordings must be clearly audible.

There are some steps you can take to insure you have the best recordings possible:

1. Laptop computers or iPads may be ideal recording methods. Be sure that recordings are password protected.
2. Always check your equipment before a session to be sure it is working adequately. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember to consider audio during camera placement.
3. All consent forms for taping must be signed before you ever turn on a recorder. Never tape a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/instructor when they receive a recording from you.
4. Label and store recordings securely. Never use a client name to label a recording; instead use some sort of code. The only people who should ever hear/see a counseling session tape are: your course instructor, your site supervisor, or your class. Do not review recordings where family members or friends can hear or see them. Be sure that your recordings are secure and password-protected.

You MUST dispose of all recordings by the end of the semester. Once you have reviewed them or used them for supervision/grade, be sure to dispose of them.

Practicum Evaluation Form

CHECK ONE: Site Supervisor Evaluation Trainee Self-Evaluation

Semester/Year: _____

Student Name: _____

Supervisor's Name: _____

School Site: _____

This evaluation provides 1) means for counselor trainee self-assessment, 2) feedback from the field site supervisor, and 3) data for faculty to discuss areas of progress and improvement.

Both students and supervisors complete this evaluation of supervisee performance in Tevera.

Criteria: Use the following criteria to rate the counselor trainee's performance and growth during this placement.

1	Inadequate	Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of a practicum level trainee.
2	Below Average	Occasionally fails to meet minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of a practicum level trainee.
3	Average	Usually meets minimum requirements in a satisfactory manner; performing as might be expected of a practicum level trainee.
4	Above Average	Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of a practicum level trainee.
NB	No Basis	There is no basis on which to evaluate the trainee for the item in question.

Counseling Process/Skills/Conceptualization

1. Establishes and maintains therapeutic boundaries	Choose an item.
2. Quickly builds rapport and establishes effective working relationship with client.	Choose an item.
3. Works effectively with clients to establish and achieve counseling goals.	Choose an item.
4. Terminates counseling sessions effectively.	Choose an item.
5. Engages in culturally-relevant inquiry and utilizes culturally-affirming techniques.	Choose an item.

Professional Attitude & Behavior

6. Uses supervision effectively (comes prepared, seeks feedback & knowledge).	Choose an item.
7. Is open and responsive to feedback.	Choose an item.
8. Engages in open & clear communication with peers and supervisors.	Choose an item.
9. Recognizes the boundaries of her/his competencies.	Choose an item.
10. Demonstrates a personal commitment to developing professional competency.	Choose an item.
11. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members.	Choose an item.
12. Is punctual, keeps appointments according to established schedule at field site.	Choose an item.
13. Maintains documentation in a timely and accurate manner.	Choose an item.
14. Demonstrates ethical and legal behavior in counseling, case management, supervision.	Choose an item.
15. Has an accurate perception of his/her strengths and limitations.	Choose an item.
16. Works effectively with staff members.	Choose an item.
17. Follows the policies and procedures of the school building & school district.	Choose an item.

NARRATIVE: In the space below please address the trainee's strengths, areas of progress, primary limitations, and areas in which he/she needs to improve. Additionally, include recommendations and suggested experiences for future field experiences/professional development.

1. List the student's primary strengths and areas of progress.
2. List the student's primary limitations and areas needing improvement.
3. Recommendations and suggested experiences concerning future fieldwork placements.

SIGNATURES: Please provide signatures below after the evaluation has been reviewed in a face-to-face meeting between the site supervisor and the trainee.

Site Supervisor:

My signature indicates that I have reviewed the results of this evaluation with the student trainee under my supervision in a face-to-face meeting.

Signed: _____ Date: _____

Student:

My signature indicates that I have reviewed the results of this evaluation with my supervisor.

Signed: _____ Date: _____

FOR SUPERVISOR EVALUATIONS ONLY

My signature below indicates that I agree with this assessment.

Student Signature: _____ Date: _____

OR

I have met with my site supervisor and reviewed this evaluation with her/him. I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

Student Signature: _____ Date: _____

Internship Evaluation Form

CHECK ONE: Site Supervisor Evaluation Trainee Self-Evaluation
 Semester/Year: _____ Mid-term End of semester

Student Name: _____

Supervisor's Name: _____

School Site: _____

Both students and supervisors complete this evaluation of supervisee performance in Tevera twice. Once at the midterm point and again at the end of the placement.

SUPERVISOR: As you evaluate your trainee, bear in mind this individual's developmental level. For example, is this student a beginning internship student or nearing the end of internship studies?

TRAINEE: Self-reflection is an integral part of the counseling profession. Be honest with yourself as you reflect upon your performance.

Criteria: Use the following criteria to rate the intern's performance and growth while under your supervision.

1	Inadequate	Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern.
2	Below Average	Occasionally fails to meet minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of an intern.
3	Average	Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern.
4	Above Average	Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern.
5	Superior	Always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of school counseling.
NB	No Basis	There is no basis on which to evaluate the intern for the item in question.

CLINICAL

1. Works well with others	Choose an item.
2. Builds rapport with students and others	Choose an item.
3. Accepts supervision and constructive feedback	Choose an item.
4. Accepts/understands students from diverse backgrounds	Choose an item.
5. Understands developmental stages of school-aged youth	Choose an item.
6. Individual counseling effectiveness	Choose an item.
7. Active listening skills	Choose an item.
8. Case conceptualization	Choose an item.
9. Appropriate use of self-disclosure	Choose an item.
10. Conveys empathy with students and in supervision	Choose an item.
11. Group facilitation effectiveness (including planning and evaluation)	Choose an item.
12 Core curriculum classroom lesson effectiveness (includes planning, delivery, and evaluation)	Choose an item.
13. Engages in culturally-relevant inquiry and utilizes culturally-affirming techniques.	Choose an item.

SIGNATURES: Please provide signatures below after the evaluation has been reviewed in a face-to-face meeting between the site supervisor and the intern.

Site Supervisor:

My signature indicates that I have reviewed the results of this evaluation with the student trainee under my supervision in a face-to-face meeting.

Signed: _____ Date: _____

Student:

My signature indicates that I have reviewed the results of this evaluation with my supervisor.

Signed: _____ Date: _____

FOR SUPERVISOR EVALUATIONS ONLY

My signature below indicates that I agree with this assessment.

Student Signature: _____ Date: _____

OR

I have met with my site supervisor and reviewed this evaluation with her/him. I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

Student Signature: _____ Date: _____

Student Evaluation of Field Site and Supervisor

Student Name: _____ Semester/Year: _____

Name of School _____

Supervisor Name: _____

Placement (circle one): Practicum Internship

Please circle the appropriate response for each statement with the following scale:

1 = Poor	2 = Average	3 = Strong	4 = Excellent	NA = Not Applicable
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EVALUATION OF SUPERVISOR

My Supervisor...

1. explained his/her role as a supervisor	Choose an item.
2. helped me to feel at ease with the supervisory process	Choose an item.
3. gave me feedback about my role as a counselor which was accurate and usable	Choose an item.
4. helped me clarify issues which my client brought to the session	Choose an item.
5. assisted me in understanding my own feelings about the client and his/her issues	Choose an item.
6. encouraged me to develop a plan to work with specific clients	Choose an item.
7. modeled appropriate counseling techniques when necessary	Choose an item.

My supervisor helped promote...

8. my professional identity by encouraging membership in professional organizations and involvement in professional development activities	Choose an item.
9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors	Choose an item.

I felt...

10. confident of my supervisor's skills	Choose an item.
11. my supervisor respected me and was concerned with my professional growth	Choose an item.
12. my supervisor was committed to his/her role as a supervisor	Choose an item.
13. my supervisor motivated and encouraged me	Choose an item.
14. my supervisor served as an appropriate professional role model	Choose an item.
15. my supervision sessions allowed for both personal and professional growth	Choose an item.
16. my supervisor recognizes his/her own limitations	Choose an item.
17. my supervisor was genuine, congruent, empathetic, and honest	Choose an item.

My supervisor helped me...

18. to clarify my own ideas about counseling theory	Choose an item.
19. to focus on specific counseling strategies to assist the client	Choose an item.
20. to develop techniques to resolve conflict	Choose an item.

Please provide additional comments:

EVALUATION OF FIELD SITE

Please rate your experiences at your practicum or internship site in the following areas with the following scale:

1 = Poor	2 = Average	3 = Strong	4 = Excellent	NA = Not Applicable
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1. Amount of on-site supervision.	Choose an item.
2. Quality and usefulness of on-site supervision.	Choose an item.
3. Exposure to and communication of school/agency procedures.	Choose an item.
4. Focus on culturally-affirming and equitable practices.	Choose an item.

ADHERENCE TO ASCA NATIONAL MODEL

Please rate your observations and experiences in the following areas with the following scale:

1 = Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree
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Define Component

5. ASCA (national) and/or state student standards are visible. (Student Standards)	Choose an item.
6. Professional standards (to include ethics) are discussed. (Professional Standards)	Choose an item.

Manage Component

7. I am familiar with the vision, beliefs, and mission of this site. (Program Focus)	Choose an item.
8. I am familiar with the data the school counseling program uses to plan, deliver, and assess services. (Program Planning)	Choose an item.
9. I am familiar with the school counseling program annual student outcome goals. (Program Planning)	Choose an item.
10. I am familiar with the school counseling program's calendar. (Program Planning)	Choose an item.

Deliver Component

11. I was able to obtain experience with individual counseling. (Direct Student Services)	Choose an item.
12. I was able to obtain experience with group counseling. (Direct Student Services)	Choose an item.
13. I was able to obtain experience with school counseling core curriculum. (Direct Student Services)	Choose an item.
14. I was able to obtain experience with consultation and collaboration. (Indirect Student Services)	Choose an item.
15. I was able to obtain exposure to information about community resources. (Indirect Student Services)	Choose an item.

Assess Component

16. I am familiar with the process in which the program assesses services. (Program Assessment)	Choose an item.
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How did your supervisor model and encourage responsive and equitable school counseling practices?

Would you recommend this practicum/internship placement to other students? Why or why not?

School Counseling Core Curriculum Lesson Observation

Student Name: _____ Date/Time of Observation: _____

School: _____ Grade Level _____

Title of Lesson: _____

WRITTEN LESSON PLAN	Novice	Developing	Proficient	Advanced
Grounded in Counseling/Education/Prevention Models				
Aligned with ASCA Mindsets and Behaviors Standards, and Domain (Academic, Career, Social/Emotional)				
Student Learning Objective(s)				
Quality of Instructional Materials				
Quality of Instructional Activities (includes active engagement, creativity, developmental appropriateness)				
Assessment/Evaluation Integrated into Lesson Plan				
LESSON DELIVERY	Novice	Developing	Proficient	Advanced
Effectively communicates topic, domain, and learning objective(s)				
Effective verbal communication (volume, pace)				
Effective nonverbal communication (eye contact, body language)				
Effective delivery of lesson components (activities, materials, technology, etc.)				
Encourages equitable participation and student interaction				
Differentiates learning				
Monitors and provides feedback				
Assesses student learning (process: checking for understanding, outcome: student				

COMMENTS:

Trainee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Individual Counseling Session Observation

Student Trainee: _____ Date: _____

Observed by: _____

Counseling Issue: _____

Student Information: Grade Level: _____ Gender: _____

Counseling Skill	Novice	Developing	Proficient	Advanced
Structured the initial session effectively (explained counseling and confidentiality)				
Effective use of basic counseling skills (eye contact, body posture, minimal encouragers, empathy, positive regard, etc.)				
Avoided low-level non-counseling responses (advice-giving, reprimanding, judgment, overuse of closed questions, etc.)				
Fully explored the problem before focusing on problem resolution				
Intentional use of techniques grounded in a theory (for example, cognitive, behavioral, strengths-based solution-focused, Adlerian)				
Skill level in using specific counseling techniques				
Ability to establish rapport with the student				
Session closure and planning for follow-up (next session, "homework", etc.)				

Observer Notes: *(Include counseling theoretical approach used, note specific counseling behaviors, note student response to trainee's counseling behaviors, etc.)*

Supervisor Feedback and Suggestions:

Supervisor Signature: _____ Date: _____

Trainee Signature: _____ Date: _____

Austin Peay State University

APSU Vendor # _____
APSU Office use only

School Counselor Supervision Substitute W-9 Form (Internship Only)

The following information is necessary for us to meet reporting requirements of Tennessee law. Contracts and vendor registrations are incomplete until the Contractor or Vendor has provided this information to the university in writing. *Upon completion of the student counselor's assignment, this information will be provided to APSU Accounts Payable with the stipend request. Please return completed form directly to APSU's Clinical Coordinator of School Counseling via fax to (931) 221-6267, or by mail to PO Box 4537, Clarksville, TN 37044. Please call (931) 221-7233 or (931) 221-7229 if you have questions.*

Taxpayer Identification:

Counselor's Legal Name _____ Phone _____
Last First Middle home school

Home Address: _____
Street Address including Apartment or Unit Number
City State Zip Code

School Name: _____

School Address: _____
Street Address
City State Zip Code

Account Type/IRS Reporting Classification

- ___ 1. Individual, US taxpayer (personal income, not an actual business) Social Security Number
- ___ 2. Foreign Individual
- ___ 3. Joint Venture (provide applicable SS#/name) _____ - _____ - _____
- ___ 4. Sole Proprietor--(with no other employees, SS#)

- ___ 5. Sole Proprietor--(with 1 or more employees, EIN#)
- ___ 6. Partnership
- ___ 7. Sub-chapter S
- ___ 8. Medical/Health Care Corporation
- ___ 9. Corporation (LLC, choose correct filing status above). Employer Identification Number
- ___ 10. Association, club, religious, charitable, educational, or other tax exempt organization _____ - _____
- ___ 11. Not-for-Profit Corporation
- ___ 12. Real Estate
- ___ 13. Broker or registered nominee (agent)

Certification:

Under penalties of perjury, I certify that the information which I have provided on this form is correct.

Signature _____ Date _____

Directions for Keeping the Practicum/Internship Log

It is important to carefully, accurately, and legibly record information on the Practicum/Internship Log. This document verifies the hours accumulated during practicum/internship so it is valuable when the counselor trainee seeks certification or licensure. Logs are kept permanently on file in the Department office. Your instructor may have additional directives for the Log. Please print a log (or keep a copy on your computer) so you can document your daily activities, but **be sure to submit all hours in Tevera on a weekly basis.**

Consider your total practicum/internship experience as 2 locations: Campus and the Field Site. Record the number of hours you fulfill in that activity each week.

Record time in quarter decimals using the following guide:

Minutes	Recorded as	Example
15	.25	1 hr. 15 minutes recorded as 1.25
30	.50	2 hrs. 30 minutes recorded as 2.50
45	.75	3 hrs. 45 minutes recorded as 3.75
60	.00	5 hrs. recorded as 5.00

Campus	Field Site
<p>Group Supervision = 1.5 hours weekly with faculty supervisor (may be delivered as individual or triadic supervision)</p>	<p><u>Direct Service</u></p> <p>Client Counseling Contract</p> <p>e.g., individual, family, group counseling; consultation w/teachers, other professionals, or parents, school counseling core curriculum lessons</p>
	<p><u>Indirect Service</u></p> <p>Misc.: e.g., tape preparation; classroom/student observation; core curriculum classroom lessons/group session preparation; fair share activities; preparation for IEP/504/Parent meetings.</p>
	<p><u>Site Supervision</u></p> <p>1 hour weekly session with field site supervisor</p>

Be honest on your log as hours are subject to review.

Field Experience Weekly Log

Student Name _____
 Placement _____
 Type _____

Semester/Year _____
 Site _____

Direct Hours								Non-Direct Hours									
Week	Dates	Instruction (SCCC)	Appraisal & Advisement	Individual Counseling	Group Counseling	Consultation	TOTAL DIRECT	Site Supervision	Collaboration (teaming & partnering)	Referrals	Planning	Other Site Activities	TOTAL NON-DIRECT	Campus Supervision	Student Initials	Site Supervisor Initials	Faculty Supervisor Initials
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
Total Hours																	

TOTAL HOURS FOR FIELDWORK
Direct
Non-Direct
TOTAL HOURS

 Student Signature Date

 Site Supervisor Signature Date

 Campus Supervisor Signature Date