

AUSTIN PEAY STATE UNIVERSITY



Practicum & Internship Site Supervisor's Handbook

M.S. in Counseling – School Counseling Program

Department of Psychological Science and Counseling
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TIMETABLE FOR PRACTICUM & INTERNSHIP

<u>Time Frame</u>	<u>Activity</u>
Semester Prior to Practicum or Internship	Student submits application for P/I to APSU supervisor APSU supervisor meets with lead counselors regarding placement requests Lead counselors connect with requested supervisors
Prior to Beginning Practicum or Internship	APSU Supervisor conducts P/I orientation for students Site supervisor registers in Tevera Student and site supervisor electronically complete initial agreements forms in Tevera Student obtains professional liability insurance
Beginning of Placement	Site supervisor conducts orientation for student at site Student and site supervisor establish individual objectives Student and site supervisor establish work schedule Student begins work at site
Throughout Placement	Student meets regularly with site supervisor for individual supervision Student meets with APSU supervisor for group supervision and seminar Student continues work at site Student electronically submits weekly log of activities for signature
Middle of Placement	Student and Site supervisor electronically complete mid-term evaluation in Tevera APSU supervisor confers with site supervisor regarding student progress
End of Placement	Student electronically completes <i>Practicum Field Experience Summary</i> or <i>Certificate of Counseling Internship</i> and Site supervisor electronically signs Student and Site supervisor completes final evaluation in Tevera Student completes evaluation of site/supervisor Student completes evaluation of APSU supervisor Student electronically submits the <i>Field Experience Summary</i> APSU supervisor assigns grade Site Supervisor submits to APSU completed W-9 form for stipend (if applicable)

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, parent conferences, 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 Education 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.

OVERVIEW OF SCHOOL COUNSELOR TRAINING SITE SUPERVISION

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 Education Programs), ASCA (American School Counselor Association), and the Tennessee Framework for School Counseling Programs. In accordance with the CACREP Standards (2024) students are required to complete a minimum supervised 100 hour practicum experience and a supervised 600 hour internship that is begun after successful completion of the student's practicum. Below is a description of the general requirements for- and responsibilities of- practicum and internship sites and site supervisors:

Site and Site Supervisor Requirements for Practicum and Internship:

For certification as a School Counselor in Tennessee and in order to satisfy the requirements of the Master's degree program the training site must provide the following:

- An accredited pre-K–12 educational institution (public, public charter, or independent).
- A minimum of 1 hours of on-site weekly, individual/triadic or group supervision, by a certified school counselor with a Master's degree and a minimum of 2 years of experience.
- Site supervisors should be employed at the training site for at least one year, and have a minimum of two years' experience as a practicing school counselor.
- Site supervisors should have relevant training in counseling supervision (see page 14 for a list of professional organizations that can provide professional development and training opportunities). Additionally, APSU's M.S. in Counseling Program provides a *Site Supervision Training Module*. This can be found on at <http://www.apsu.edu/mscounseling/site-supervisors/supervisor-training.php>
- Site supervisors must provide a current resume, proof of licensure/certification, and proof of supervision training before the trainee can begin his/her field work at the school site.
- The opportunity to engage and participate in direct student/client contact with multiple individuals, multiple counseling groups, during practicum and internship in academic, career, college readiness, and social/emotional domains.
- The opportunity to plan, implement and evaluate multiple hours of school counseling core curriculum lessons in classrooms in academic, career, college readiness, and personal/social domains.
- The opportunity to plan, implement, and evaluate the ASCA national school counseling program framework components including access to school data to help close achievement and opportunity gaps with specific process, perception and results data
- The opportunity to conduct culturally affirming school counseling activities that address the academic, career, college readiness and social/emotional needs of a pre-K–12-student body.
- The availability of private and adequate space to conduct counseling sessions and digital recordings.
- The availability to participate in additional professionally relevant training experiences, such as attending administrative leadership, data, inquiry, and IEP team meetings and case conferences.

Responsibilities of the Site School Administration and Site Supervisor:

- The site supervisor will receive a copy of the APSU School Counseling Program Practicum & Internship Handbook from the APSU supervisor and is expected to read through its contents prior to signing the site supervision agreement form.
- The site school administration holds responsibility for the safety and welfare of the students in the school. The site supervisor should not assign a school counselor candidate to undertake practicum or internship activities outside of regular school hours without the on-site presence of a professional school counselor supervisor.
- The school counselor candidate will be assigned an appropriate site supervisor who has obtained a master's degree in school counseling, is a certified school counselor with a minimum of 2 years of experience, and who has been employed at the school for at least one year.
- Site supervisors should have relevant training in counseling supervision (see page 14 for a list of professional organizations that can provide professional development and training opportunities). Additionally, APSU's M.S. in Counseling Program provides a *Site Supervision Training Module*. This can be found on at <http://www.apsu.edu/mscounseling/site-supervisors/supervisor-training.php>
- The site supervisor will verify and sign all electronic time log reports prepared by the school counselor candidate.
- The site supervisor will electronically submit formative and summative evaluations of the school counselor candidate at the midpoint and end of the practicum/internship experience in Tevera.
- The site supervisor will meet with the school counselor candidate for a minimum of 1 hour per week for individual or triadic supervision.
- The school administration and the site supervisor will provide the school counselor candidate with opportunities to fulfill the required direct service hours with pre-K–12 student clients that include multiple group and individual counseling experiences and school counseling developmental lessons focused on developing student academic, career, college readiness, and social/emotional competencies.
- The school administration will provide an appropriate place for the school counselor candidate and pre-K – 12 student client(s) to meet. The settings for school counseling shall assure privacy and sufficient space for counseling and/or recording. In addition, procedures assure the protection of each student client's confidentiality and legal rights.
- The site school administration/site supervisor will allow the school counselor candidate to digitally record counseling sessions for educational purposes only, specifically for faculty supervision and training, commensurate with the guidelines of the Tennessee State Education Department, CACREP, and ASCA. The site supervisor prior to any client/student sessions must receive appropriate consents.

A more comprehensive description of the duties and responsibilities of the site supervisor, faculty supervisor, and trainee are outlined in the *Agreement of Best Practices in Supervision* in the *APSU School Counseling Program Practicum and Internship Handbook*. A copy of this Agreement can also be found in the Appendix of this document.

Responsibilities of the APSU Faculty Supervisor:

1. Practicum/Internship Meetings

The APSU Faculty Supervisor will provide the Practicum/Internship Trainee with ongoing weekly supervision for 1 ½ hours per week in individual/triadic/group supervision.

2. Evaluation

The APSU faculty supervisor will evaluate trainees' performance as shown by their participation in individual and/or group supervision. Additionally, with recommendation from the site supervisor, the APSU supervisor will assign your final grade in practicum/internship.

3. Communication between APSU faculty supervisor and site supervisor

During the practicum and internship experience, the APSU faculty supervisor will email/phone the site supervisor at the beginning of the semester. If the site supervisor or the field site are new affiliates of APSU's M.S. in Counseling Program a site visit at the convenience of the site supervisor and APSU supervisor will be arranged.

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.**

Please note: Please contact the APSU supervisor at any time when problems arise with students. If an individual student appears unskilled to complete the practicum or internship, we certainly need to have this feedback immediately. In some cases, students have had language or writing difficulties that have hampered their performance. The APSU supervisor has the responsibility to take corrective action when a student has problems at the site; however, we do have to be kept abreast of the situation in order to take necessary steps. Likewise, we hope site supervisors will let us know when a particular student has gone above and beyond the call of duty with their practicum or internship, as we all enjoy hearing about student successes.

THINGS TO DISCUSS WITH THE SCHOOL COUNSELOR TRAINEE

The school counselor trainee seeks to improve their counseling skills in individual and group counseling under your supervision. A quality experience entails collaboratively outlining expectations in a contract that forms the basis for the assessment. The following questions are designed to begin a discussion with your counselor trainee, and from this discussion and goals that are mutually shared, the foundation for supervision will emerge.

What personal goals do you hope the counselor trainee will accomplish during the supervisory process?

What professional goals do you wish to accomplish during the supervisory experience? What strategies need to be selected to meet the identified goal (s)?

Frequency of meetings. How long? How often? Where?

Will sessions be audio or video recorded? Who will see/hear the recordings? How will confidentiality be maintained? How will informed consent be acquired?

How will the supervision sessions be structured? What is expected of the counselor trainee?

What are the procedures for emergency situations? Who needs to be contacted? Does the counselor trainee have the appropriate scope of training?

Who needs to be contacted when there is a crisis and the site supervisor is unavailable?

What evaluative procedures will be used?

How are the practicum/internship hours to be organized? Group work? Classroom lessons? Parent consultations? Individual counseling?

What number of absences will be accepted to successfully complete the practicum?

What are the identified procedures for disputing evaluations in which there is disagreement?

PERSONAL DISPOSITIONS FOR SCHOOL COUNSELORS-IN-TRAINING

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 et al., 1996).

As a supervisor working in partnership with the university faculty, these dispositions are considered as essential skills for effective counseling professionals. How well your trainee has demonstrated each of these traits is an evaluative aspect in the assessment forms.

Commitment:

- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal competence

Openness:

- 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

DESIREABLE TRAINING EXPERIENCES

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 philosophy, purpose, 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 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 personal/social 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 personal/social 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:

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

CACREP STANDARDS SECTION III - PROFESSIONAL PRACTICE*

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

- A. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- B. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- C. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- D. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM

- A. Students complete supervised counseling practicum experiences that total a minimum of 120 clock hours over a full academic term that is a minimum of 10 weeks
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.
- E. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- A. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- B. Internship students complete at least 240 clock hours of direct service.
- C. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- D. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.
- E. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

PROFESSIONAL ORGANIZATIONS AND TRAINING OPPORTUNITIES

Site supervisors are required to provide documentation that they have received relevant training in counseling supervision. The APSU School Counseling Program Coordinator periodically provides professional development training related to counseling supervision. Information regarding these training opportunities can be found on the Counseling Program website under the Site Supervisors tab. If you are unable to attend a counseling supervision training workshop through APSU's M.S. in Counseling program an overview of the Integrated Developmental Model (IDM) for counseling supervision can be found under the Site Supervisors tab on the Counseling program website, as well. In addition, the professional organizations listed below frequently provide counseling supervision training and other related professional development opportunities.

Professional Counseling Organizations

American School Counselor Association (ASCA) - <http://schoolcounselor.org>

American Counseling Association (ACA) - <https://www.counseling.org>

Association for Counselor Education & Supervision (ACES) - <http://www.acesonline.net>

Tennessee Counseling Association (TCA) - <http://www.tncounselors.org>

Tennessee School Counseling Association (TnSCA) - <https://www.tcacounselors.org/tnsca>

Tennessee Mental Health Counseling Association (TMCHA) - <http://www.tncounselors.org/tmhca>

Tennessee Licensed Professional Counseling Association (TLPCA) - <http://www.tlpca.net>



THANK YOU!

We hope you are enthusiastic about your role as a mentor, teacher, and model of professional school counseling practice and we sincerely thank you for the effort in helping to educate the next generation of school counselors. We appreciate your willingness to serve as a site supervisor. You make an important contribution to the future of the profession of school counseling.

To Thank You, Our School Counseling Supervisors...

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. The *Certificate of Counseling Internship* form (see *Appendices*) is used to document the number of hours the student spent in various activities during the internship. This form is also used as a record of your supervision. You should keep one copy of the *Certificate of Counseling Internship* after you and the student have signed it. In order to receive this gift, you must complete the **School Counselor Supervisor Substitute W-9 Form** (see *Appendices*) and fax the form to the School Counseling Program Coordinator at (931) 221-6267, or mail it to: PO Box 4537, Clarksville, TN 37044. The W-9 Form must be submitted by the end of the semester in which supervision was provided.

Please note that any personal information the supervisor provides will be kept confidential.

APPENDICES

Note: These forms are provided for review only. Fieldwork forms should be completed in Tevera.

PRACTICUM FIELD PLACEMENT CONTRACT

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

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 and discuss with supervisee.
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 and/or 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 an 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 - Internship

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 practicum 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 and discuss with supervisee.
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. 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:

Internship Course Objectives

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

The Internship Student understands the following:

5. 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).
6. 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, work 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.).

7. 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.
8. All course requirements must be met with a minimum grade of A 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: _____

TRAINEE CONSENT FOR AUDIO & VIDEO TAPING

This document may be used in either practicum or internship classes. It should be signed by the trainee in Tevera at the beginning of the term. 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 or internship training. During this semester 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 Counseling Association Code of Ethics.

Trainee Signature

Date

Faculty Instructor Signature

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. Videotape is 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.

SCHOOL COUNSELING CORE CURRICULUM LESSON OBSERVATION FORM

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)				
Aligned with Common Core Standards				
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 FORM

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 intern's counseling behaviors, etc.)*

Supervisor Feedback and Suggestions:

Supervisor Signature: _____ Date: _____

Trainee Signature: _____ Date: _____

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.

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

5. 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 internships.

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
----------	-------------	------------	---------------	---------------------

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?

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

