



Mercer University School Counseling Conceptual Framework



The Transforming Counselor

SCHOOL COUNSELING PROGRAM FIELD EXPERIENCE MANUAL Practicum & Internship

College of Continuing and Professional Studies
Department of Counseling and Human Sciences

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Introduction

Welcome to the challenges and excitement of your field experience. Your efforts, professional interests, and continued openness to learning will largely determine the quality of your practicum and internship experiences. The counseling faculty will assist you through this period of professional and personal growth. The clinical experiences bridge the gap between the experiences and skills acquired in the classroom and the world of professional practice. Entering into a clinical placement signals that you have attained sufficient competencies in the practice of counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors.

How to Use this Handbook

Read this handbook carefully. All field experience requirements are your responsibility. You want to spend some time acquainting yourself with the expectations and requirements of the clinical experience. Your faculty advisor can guide you through this process. The handbook contains specific information about and a brief overview of the clinical training portion of the counseling program.

Procedure for Progression to Clinical Placement

Placement in a school represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify for field experience:

1. Completion all prerequisite courses (see below) with a **B** or better.
2. Display of appropriate disposition(s) as defined below.

Pre-requisites for Enrolling in Field Experience Courses

All prospective school counseling candidates must attend the clinical meeting held in the semester prior to their planned field experience. This meeting is typically scheduled for Monday and Tuesday during the fifth week of the semester.

The following courses must be satisfactorily completed before a candidate is eligible to be placed in Practicum or internship.

- _____ COUN 612 Counseling Theories
- _____ COUN 618 Ethics and Professional Issues
- _____ COUN 606 Psychological Helping Skills
- _____ COUN 631 Introduction to School Counseling
- _____ COUN 605 Group Techniques
- _____ COUN 632 Administration and Leadership in School Counseling

School Counseling Dispositions

School counseling candidates are expected to demonstrate proficiency in the following dispositions:

- **RESPECT**
Values self and others; communicates effectively; is aware of personal bias and embraces diversity; is tolerant.
- **LEADERSHIP**
Plans ahead and demonstrates organizational skills; open and reflective listening skills; maintains positive attitudes in challenging situations; is concerned with meeting organizational goals while still meeting the needs of candidates, parents, teachers, and the community.
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes.
- **FLEXIBILITY**
Adapts to change and is open to new ideas; maintains a positive attitude; deals appropriately with less than ideal situations.
- **COLLABORATION**
Is able to think systemically; demonstrates belief in the democratic process and remains open to input from a variety of sources
- **REFLECTION**
Self-assesses knowledge; acts in ways that demonstrate knowledge of personal beliefs and values; is introspective and willing to be transparent and open; accepts and uses feedback in a constructive manner.
- **ADVOCACY**
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes
- **COUNSELOR EFFICACY**
Is able to visualize and verbalize success of school counseling programs and the role of the professional school counselor.

The School Counseling Program and Field Experience

School Counseling is...

a profession that focuses on the relations and interactions between candidates and their school environment with the expressed purpose of **reducing the effect of environmental and institutional barriers that impede candidate academic success**. The profession fosters conditions that ensure educational equity, access, and academic success for all candidates P-12. To accomplish this function, **the trained school counselor must be an assertive advocate** creating opportunities for all candidates to nurture dreams of high aspirations. The counselor assists candidates in their academic, social, emotional and personal development and helps them define the best pathways to successfully achieve their dreams. The **school counselor** serves as **a leader** as well as an effective **team member** working with teachers, administrators and other school personnel to make sure that each candidate succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify candidate needs and shared interests, as well as access available resources (The Education Trust, 2000).

Through the formative field experiences provided in practicum and internship, the school counseling practicum student or intern will become familiar with a wide gamut of essential school counseling services while working with p-12 students, parents, and educators. The candidate will become familiar with a variety of professional activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments, toys, games, books, computerized guidance programs, print and non-print media, professional literature, research, and referral data, as well as, persons.

Objectives

The field experiences are a critical component of preparing to be a professional school counselor. It is our hope that through classroom learning and field experiences, school counseling practicum students and interns will be able to effectively serve the P-12 student population.

Successful completion of a school-based practicum and internship will prepare candidates to:

1. Apply the knowledge base of counseling to develop, implement, and evaluate data-based, comprehensive developmental school counseling programs;
2. Assume professional roles and functions of the professional school counselor as described by CACREP, the *ASCA National Standards*, the *ASCA National Model*, and the Georgia Professional Standards Commission *Guidelines for School Counselors*;
3. Translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. Describe and adjust to societal changes and trends in a multicultural society;

5. Demonstrate the ability to form effective helping relationships with diverse individuals and groups;
6. Understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; collaboration and consultation skills; and theoretical frameworks that support the process;
7. Translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with candidates, parents, faculty, staff, and community initiatives;
8. Integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
9. Demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to candidate development and aspirations;
10. Use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
11. Understand and use counseling research and evaluation results to guide counseling practice;
12. Exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP standards;
13. Demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling; and
14. Exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and candidates.

Direct (Contact) Hours

1. As candidates train to become counseling program leaders, each candidate will plan and deliver one professional development session aimed toward a target audience of school administration and teachers or parents and community stakeholders. Topics will correlate with the needs of the particular school for which the program is developed and will reflect the school counselor as a student advocate, leader, collaborator, and a systems change agent. This professional development session is to be presented during the candidate's School Observation/Practicum experience.
2. During course work in both COUN 605 (Group Techniques and Theory) and COUN 606 (Psychological Helping Skills I), candidates will have an opportunity to practice

counseling skills through role play and assigned group leadership tasks. Their work as counselors will be closely monitored by faculty and feedback will be provided by faculty and peers.

Practicum

Description of Field Experience

There is a fundamental difference in emphasis between the Practicum and Internship. A major purpose of the practicum is to acquaint the candidate with the climate and conditions within the P-12 schools and also to become proficient in the acquisition of counseling skills. Practicum requires a minimum of 150 field experience hours in the school setting with 50 hours at each school level (elementary, middle, and high school). Forty (40) of these hours must be from *direct student contact* with the remaining hours consisting of *indirect student contact*.

Direct contact hours will consist of individual and small group counseling activities as the practicum students' primary focus while on site. Indirect contact hours mean that candidates will not be meeting with students to perform actual counseling duties. Rather, this time will include observing the counselor as he/she goes about his/her daily routine. This will enable candidates to get a basic understanding of the types of duties that school counselors are routinely responsible for and to allow candidates to note areas in which they feel they need further instruction prior to the Internship experience. Candidates must arrange to spend at least 6 hours in a classroom observing classroom instruction and at least 6 hours with an administrator in observation of those responsibilities. In this way, candidates can begin to experience the integration necessary to perform the functions of school counseling.

A Summative Evaluation will be completed at the end of this experience with input from both the onsite counselor-supervisors and the faculty supervisor.

School Counseling Practicum is an integral part of the School Counseling Program and is required before completion of candidates' program of study. Candidates must provide the instructor with a completed field experience application for each school site by the end of the second week of the semester enrolled in the course. Applications may be obtained from the instructor or office staff.

Internship

Description of Field Experience

The School Counseling Field Experience is a **two-semester 600 hour** supervised experience in one school settings (P-5, 6-8, or 9-12). The Professional School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced Professional School Counselor and a faculty supervisor.

A Summative Evaluation will be completed at the end of this experience with input from both the onsite counselor-supervisors and the faculty supervisor.

School Counseling Internship is an integral part of the School Counseling Program and is required before completion of candidates' program of study. Candidates must provide the instructor with a completed field experience application for each school site by the end of the second week of the semester enrolled in the course. Applications may be obtained from the instructor or office staff.

Liability Insurance

All candidates must obtain liability insurance prior to beginning field experience. Applications for liability insurance can be made through the Professional Association of Georgia Educators (www.ciclt.net/page/), Georgia Association of Educators (www.gae.org), American Counseling Association (ACA), and American School Counselor Association (ASCA).

The field experience is intended to provide counseling candidates with a broad-base practical experience in school settings. This experience is designed to have interns relate academic and theoretical learning to field experience in the five areas of developmental comprehensive school counseling: Leadership, Advocacy, Teaming and Collaboration, Counseling and Coordination and, Assessment and use of Data. The intern is asked to participate in as many activities as feasible in the settings that are similar to the responsibilities of an employed counselor.

Field Experience Candidates

The Council for Accreditation for Counseling and Related Educational Programs (CACREP) is the accrediting body for counseling programs. According to CACREP Standard III.H, the school counseling internship occurs in a school counseling setting under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2.

The requirement for students in the Master's degree program includes 750 clock hours of practicum and internship with ***450 of those hours being direct service*** clock hours over three semesters. Fifty (50) hours must be spent with a school administrator. The recommendation is for the candidate to work approximately 20-30 hours per week at a school site. Please note that each candidate must earn a minimum of 50 hours at each school level (elementary, middle, and high school) and setting (urban, suburban, and rural).

Candidates must complete the following courses prior to enrolling in internship: COUN 612 Counseling Theory; COUN 618 Ethics and Professional Issues; COUN 606 Psychological Helping Skills; COUN 631 Introduction to School Counseling; COUN 605 Group Techniques; and COUN 632 Administration and Leadership in School Counseling. Applications for internship must be submitted and approved before placement and hours cannot be counted until the site has been approved.

Candidate Responsibilities

It is the responsibility of the practicum and internship candidate to:

1. Identify the appropriate field experience sites with the assistance of a faculty member.
2. Complete and submit the Application for Field Experience form to the Field Experience Coordinator by midterm of the semester before Field Experience.
3. Arrange any requested meetings between involved parties (counseling candidate, site supervisor, and university supervisor).
4. Provide proof of professional liability insurance to the Field Experience Coordinator for the period of the experience.
5. Perform all field experience duties in a professional, legal, and ethical manner, and to contact the site supervisor and/or university supervisor when concerns arise.
6. Notify all clients, that as internship candidates, they are training and that they may discuss the client's case with their supervisors.
7. Become knowledgeable of and follow the policies and procedures of the school in which they are completing their field experience.
8. Follow school and university policies and procedures regarding audio or videotaping.

Site Supervision

The site supervision is the clinical training conducted by the site supervisor at the field experience site. The site supervisor is the school counselor at the field site who has primary responsibility for the supervision of the internship candidate at the field experience site. The Council for Accreditation for Counseling and Related Educational Programs (CACREP) is the accrediting body for counseling programs. According to CACREP Standard III.H. the school counseling /internship occurs in a school counseling setting under the supervision of a certified school counselor as defined by Section III, Standard C.1-2. The requirements of this section indicate a site supervisor must meet the following criteria:

1. a minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. a minimum of two years of pertinent professional experience; and
3. knowledge of the program's expectations, requirements, and evaluation procedures.

Responsibilities of the Site Supervisor in Field Experience

It is the responsibility of the site supervisor to:

1. Determine whether the experience that can be provided to prospective counseling candidates in the setting is appropriate and will assist the candidates in their professional growth.
2. Meet with the counseling candidate and university supervisor to discuss the goals and objectives of the or internship and specifically how these can be met in the setting.
3. Acquire all official authorization necessary from the school administration for the counseling candidate to work in the school under the supervision of the site supervisor.
4. Meet at least once a week with the counseling candidate to provide regular supervision and consultation and be available at other times as needs arise. It is expected that the counseling candidate and the site supervisor will discuss the specific /internship experience as well as the counseling profession at large in these meetings.
5. Inform the counseling candidate of the procedures and policies of the school. A suggested but not all-inclusive list of these would be: responsibilities, schedule, assignment of candidate-clients, emergencies, record keeping, confidentiality, and release of information.
6. Provide regular ongoing evaluation and feedback to the counseling candidates as to their performance. Site supervisors should contact the university supervisor immediately to discuss any concerns, which may arise during the semester, which they do not feel comfortable handling alone. Problems or concerns should be taken care of in a timely fashion rather than allowed to develop into larger problems.
7. Provide counseling candidates with a variety of experiences including, but not limited to, one-on-one and group counseling; classroom guidance activities; collaboration; consultation with parents, teachers, and administrators; administrative activities; record keeping; program development, implementation, and coordination; professional development; networking; and public relations.
8. Meet with the university supervisor a minimum of two times during the semester and at other times as dictated by the situation.
9. Meet with the /internship candidate at the end of the term to provide an evaluation of his/her performance before it is submitted to the university supervisor.
10. Submit to the university supervisor at the completion of the term the Field Experience Candidate Evaluation.

University Supervision

The university supervision is conducted by the university supervisor who is a member of the faculty and instructor for the course providing distant supervision of the field experience and also serves as the contact person with the department during the experience. The faculty supervisor:

1. provides weekly supervision meetings with candidates;
2. works with the school to coordinate the internship experience;
3. conducts site visits to evaluate candidates performance;
4. is responsible for informing candidates that they must adhere to the administrative policies, rules, standards, schedules, and practices of the school;
5. selects candidates who have successfully completed all the prerequisite courses required to enter /internship; and
6. advises candidates that they must have adequate liability insurance.

Responsibilities of the University Supervisor in Field Experience

It is the responsibility of the university supervisor to:

1. Represent the Department of Psychology and Counseling, to function as Instructor of Record, and to submit the counseling candidates' official grades to the university.
2. Provide an orientation for prospective and internship candidates regarding the field experiences.
3. Assist prospective counseling candidates in locating appropriate internship sites.
4. Evaluate proposed sites and officially agree to use the sites.
5. Meet with the candidates and site supervisors during the semester to evaluate the /internship experience and to assist with any problems or issues which may arise.
6. Be available to counseling candidates and/or site supervisors to work through any problems or issues which may arise.
7. Meet with internship candidates regularly during the semester in a group setting for the purpose of bringing them together to share their experiences and to offer support.
8. Conduct an evaluation of the internship experiences with counseling candidates and site supervisors.
9. Collect, review, and evaluate candidates' Weekly Log of activities.

Suggested Activities for Candidates in Field Experience

The field experience is designed to satisfy requirements for professional training as stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards.

The following list is presented only as a guideline and is subject to approval by the site supervisor.

- Plan, recruit and run small groups for candidates
- Plan and conduct individual counseling sessions with a diverse group of candidates
- Plan and implement a variety of classroom guidance lessons utilizing appropriate technology
- Be available for crisis intervention or drop-in counseling
- Provide orientation for new candidates
- Assist candidates in course selection and registration
- Assist candidates in using the computer career search program such as GCIS
- Participate in parent-teacher conferences
- Work with staff in identifying candidates at-risk and developing appropriate intervention strategies
- Make regular contact with candidates in need of special attention
- Attend SST and IEP meetings
- Attend faculty and counseling meetings
- Assist in making DFACS referrals.
- Administer and score standardized tests, and interpret test scores to teachers, parents, and candidates
- Read and interpret candidate records
- Observe classrooms
- Review materials in counseling and guidance office
- Review materials appropriate for a parenting class
- Read current school counseling journals to become familiar with trends in the field
- Be visible in the school halls, cafeteria, and on the playground
- Observe administrators
- Become familiar with the county/city developmental guidance K-12 curriculum
- Become familiar with the role of other ancillary personnel in the school
- Become familiar with possible grant funding sources available for special projects

- Become familiar with grade level curriculum across the basic academic areas
- Plan and participate in the implementation of special large group activities and special projects
- Assist in conducting in-service workshops for staff regarding the developmental guidance program
- Assist in conducting in-service workshops for staff regarding child/adolescent development
- Assist in the coordination of the developmental school counseling program
- Assist in constructing and implementing program assessment surveys
- Assist in the implementation of systematic developmental school counseling program evaluation
- Conduct accountability studies
- Review catalogs to become familiar with counseling materials
- Develop a resource guide of community resources
- Develop materials for parents, teachers, and counselors aimed at enhancing candidate academic, career and personal/social performance
- Network with other professional counselors to develop peer supervision and support groups

Diversity

Candidates will have an opportunity to interact with candidates of diverse characteristics and needs during their field experience. To ensure that this standard is addressed, candidates will be assigned to three different school settings throughout their field experience: (1) an urban school setting; (2) a suburban school setting; and (3) a rural school setting. In addition, the pupil population of all schools accepting candidates for field experience will be investigated to assure that the school services a diverse population of candidates. Candidates will be required to design and implement interventions which are specific to minority populations and to prepare target activities that will help close the achievement gap experienced by underserved and underrepresented populations. Candidates will be assessed on their ability to advocate for underserved and underrepresented groups of candidates. Candidates will attend regular meetings held for exceptional children in their field experience school and will be responsible for appropriate assistance in the implementation of IEP plans.

Comments to the Candidate

You should apply appropriate general principles of school counseling in order to insure an optimal field experience. Remember that you are a candidate and are learning. The field experience is an opportunity to blend your knowledge, skills, attitudes, and counseling philosophy and further their development. You should understand the counseling sites (elementary, middle, and high school) for which you are working within its organizational context. The "why and how" of a particular school can be more important than the "what," particularly as you develop your own philosophy. As you develop your own philosophy and

compare it to the site for which you are working, you may discover that the two philosophies differ. Remember that different school counselors work from different counseling philosophical perspectives. Despite emerging or perceived inconsistencies between you and other staff members with whom you are working, **it is imperative that your behavior remain professional, ethical, and supportive of the school in which you are working.**

Reports and Record Keeping

Weekly Log of Hours

Each candidate will complete an on-going log of accumulated hours attained through the field experience (see Appendix). The log sheet is provided in the appendix of this manual. The log sheet requires candidates to provide a detailed list of hours accumulated in various activities during the clinical experience. All candidates completing the field experience must accumulate a minimum of 750 hours, with 360 hours of direct client contact.

In the clinical setting, direct client contact hours are gained through individual counseling, small group counseling, psycho-educational group or classroom group guidance, and family or parent meetings. All other hours can include duties appropriate to the clinical setting or supervision (either on-site or university) as listed on the weekly log sheets. The weekly log of hours will become part of the candidate's permanent and internship record indicating successful completion of the clinical experience, and will be kept on file in the Counseling Department.

Weekly Reflective Journal

Each week internship candidates will submit (or maintain) a weekly reflection journal of their thoughts, feelings, activities, and experiences for the preceding week at their site (see Appendix or follow specific syllabus instructions). This report/journal is intended to provide candidates with an opportunity to reflect on the activities that they participated in at their sites and any thoughts and feelings associated with these experiences. In addition, the report/journal is an opportunity to express any concerns to the course instructor.

Evaluation Process and Evaluation Forms

A mid-semester self-evaluation will be conducted by the candidate. This self-evaluation will include a written statement and a conference with the site supervisor to assess work toward goals that were established at the beginning of the semester. The written portion of the self-evaluation should be submitted to the internship course instructor. A formal evaluation from the site supervisor will be conducted at the end of the semester. During the final week of the internship experience (the end of each semester), candidates will complete an evaluation of their internship field supervisor. These forms should be submitted to the School Counseling Clinical Coordinators. Copies of all evaluation forms are provided in the forms appendix of this manual.

Portfolio Assessment in LiveText

LiveText Requirements:

1. **A LiveText account.** You must purchase your LiveText account at www.livetext.com. Your account will be active for the duration of your current program at Mercer and one year beyond your program completion. For additional instructions on creating your LiveText account, see the LiveText instructions on the Tift College of Education website (<http://www2.mercer.edu/Education/LiveText/default.htm>). If you have already created a LiveText account for another course, you do not need another one; you will use the same

account for any classes or assignments that require LiveText. For an additional fee, you can add unlimited access to Discovery Education's united streaming™ video library.

At the end of the field experience and as a part of the program evaluation process, candidates will submit their Field Experience Summative Log and their Process Journal to their LiveText portfolios as evidence that they have met all outcome objectives as described in the syllabus for the internship course. Candidates will also create a narrative summation of the Process Journal describing how their field experience has helped them in meeting the course objectives and School Counseling Dispositions.



The following rubric will be applied in the evaluation of the candidates' documents submitted to their LiveText portfolio:

Artifact: Internship Reflection

	Standard	Exemplary (3 pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable (0 pts)
To Know CACREP II.K.1-6 CACREP SC.C.2 NCATE 1.2 NCATE 1.4 NCATE 1.5 NCATE 1.6 NCATE 1.7 NCATE 1.8 NCATE 2.2 NCATE 3.1 NCATE 3.2 NCATE 3.3 NCATE 4.1 NCATE 4.2 NCATE 4.3 NCATE 4.4	The candidate demonstrates knowledge of theories of counseling, the techniques used by each, and an understanding of the levels of empathy indicated by the Carkhuff Scale as it applies in the P-12 setting.	The candidate far exceeds what is expected for proficiency	The candidate articulates the standard by responding to the essential understandings and guiding questions of the reflection process.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.
To Do CACREP II.K.1-6 CACREP SC.C.2 NCATE 1.2 NCATE 1.4 NCATE 1.5 NCATE 1.6 NCATE 1.7 NCATE 1.8 NCATE 2.2 NCATE 3.1 NCATE 3.2 NCATE 3.3 NCATE 4.1 NCATE 4.2 NCATE 4.3 NCATE 4.4	The candidate demonstrates the use of counseling techniques as they apply in the P-12 setting with candidates, teachers, parents, and community stakeholders. The candidate prepares and presents an educational session for teachers, administrators, parents, or community stakeholders in one P-12 setting.	The candidate far exceeds what is expected for proficiency	The candidate articulates the standard by responding to the essential understandings and guiding questions of the reflection process.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.
To Be CACREP II.K.1-6 CACREP SC.C.2 NCATE 1.2 NCATE 1.4 NCATE 1.5 NCATE 1.6 NCATE 1.7 NCATE 1.8 NCATE 2.2 NCATE 3.1 NCATE 3.2 NCATE 3.3 NCATE 4.1 NCATE 4.2 NCATE 4.3 NCATE 4.4	The candidate is an advocate for the profession of school counselor, keeps abreast of issues impacting schools, and promotes the use of counseling and counseling activities throughout the school to encourage academic, career, and social/personal success for all candidates. The candidate demonstrates an ability to break down barriers to learning and success for underserved candidates.	The candidate far exceeds what is expected for proficiency	The candidate articulates the standard by responding to the essential understandings and guiding questions of the reflection process.	The candidate demonstrates limited understanding of the standard.	The candidate does not demonstrate clear understanding of the standard.

APPENDIX A

Practicum Forms and Course Syllabus





Mercer University
Department of Counseling and Human Sciences
School counseling program
Faculty Evaluation of Practicum School Counselor Candidate

Candidate Name: _____

This scale is used to rate counselor-in-training empathy for both in-class counseling practice and for taped assignments and is based on Carkuff's Scale for appraising counselor empathy.

1-Skill not demonstrated

2-Skill usually demonstrated

3-Skill readily apparent

	C.S.*			
Demonstrates good attending skills: open body stance, appropriate eye contact, vocal qualities, verbal tracking.	1-1.5	1	2	3
Establishes rapport, uses "door opening" comments	1-1.5	1	2	3
Uses closed-ended questions	1.0	1	2	3
Uses open-ended questions	1.5	1	2	3
Gives and receives information	1-2	1	2	3
Clarifies information	2.0	1	2	3
Responds to content	2.0	1	2	3
Responds to feeling: feeling reactions are evident, feeling words used consistently, helps the client to use feeling words.	2.5	1	2	3
Responds to meaning: makes intentional inquiries, reflects client meaning accurately	3.0	1	2	3
Encourages, uses paraphrasing, summarizes	1-3	1	2	3
Reflects deeper meaning using reframing and immediacy	3.5	1	2	3
Personalizes feelings through the use of self-disclosure, consequences, and confrontation	3.5-4	1	2	3
Personalizes the problem, exploring goals and possible consequences of actions to take	4-4.5	1	2	3
Define goals and analyze possibility of success	4.5	1	2	3
Initiate goals and review	5.0	1	2	3
Uses effective silence	1-5	1	2	3
Demonstrates multicultural empathy	1-5	1	2	3
Demonstrates knowledge of ethical considerations	1-5	1	2	3

Comments:

Faculty: _____

Date: _____



Mercer University
Department of Counseling and Human Sciences
School counseling program
Practicum School Counselor Candidate Evaluation of Site Supervision

Candidate _____ Site _____

Supervisor _____

CANDIDATE EVALUATION OF SITE SUPERVISION

Site supervisor utilized in the School Counseling Program at Mercer University provide an extremely vital service to counseling Practicum students' professional development. Therefore, site supervisors are carefully selected and must meet certain criteria as defined by the Council for the Accreditation of Counseling Related Educational Programs (CACREP). CACREP also requires that site supervisors be evaluated by the counseling candidates at the end of each field experience semester. Please complete the following evaluation form and return it to the University Supervisor prior to the last session of field experience class/group supervision.

*NOTE:

Modified from Engels and Dameron (1990). The Professional Counseling (2nd Ed.). AACD Publishing, Alexandria, VA.

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)						
Teach and apply knowledge of ethical, legal, and regulatory aspects of the profession.	1.1 Inform the intern of the code(s) of ethics of pertinent professional entities (ACA, ASCA, GSCA, etc.)	1	2	3	4	5	NO	
	1.2 Inform the intern of legal and regulatory documents and professional standards of practice for licensure and certification in the specialty.	1	2	3	4	5	NO	
	1.3 Inform the intern of legal issues that affect counselors and counseling (e.g. privilege and confidentiality, professional disclosure, informed consent, duty to warn, civil and criminal liability).	1	2	3	4	5	NO	
	1.4 Inform the intern of ethical/legal issues related to the supervisory process (e.g. dual relationships, evaluation, vicarious liability, etc.).	1	2	3	4	5	NO	
	1.5 Model appropriate use of ethical and legal standards.	1	2	3	4	5	NO	

Apply knowledge of issues related to the supervisory relationship and process.	2.1 Recognize variables that affect the supervisory relationship (e.g. sex roles, ethnicity, supervisory style).	1	2	3	4	5	NO
	2.2 Establish a supportive environment for the supervisory relationship.	1	2	3	4	5	NO
COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
2. Apply knowledge of issues related to the supervisory relationship and process.	2.3 Deal effectively with supervisory resistance	1	2	3	4	5	NO
	2.4 Recognize and clarify the parallel processes between teaching, counseling and supervision.	1	2	3	4	5	NO
	2.5 Use the supervisory relationship as a vehicle for learning about the dynamics of the counseling relationship.	1	2	3	4	5	NO
	2.6 Display sensitivity to the intern's anxiety relative to feelings of inadequacy and the evaluative nature of the relationship.	1	2	3	4	5	NO
	2.7 Present an openness of self to feedback from the intern relative to the effectiveness of the supervision.	1	2	3	4	5	NO
	2.8 Clarify the intern's personal and professional needs that affect counseling	1	2	3	4	5	NO
Apply supervision methodology effectively and with sensitivity.	3.1 Relate to the intern in the various roles of: (a) teacher (b) counselor (c) consultant (d) evaluator	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.2 Utilize appropriate supervisory interventions: (a) role-playing (b) role-reversal (c) live supervision (d) audio/visual tape critiques (e) group supervision (f) other, _____	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.3 Negotiate a mutual agreement with the intern regarding additional readings, training and/or supervision needs.	1	2	3	4	5	NO
	3.4 Clarify to the intern the supervisor's style of supervision.	1	2	3	4	5	NO
	3.5 Provide equal dimensions of challenge and support.	1	2	3	4	5	NO

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	22						
		ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)						
Apply knowledge and competence in case management, reporting, recording and client assessment and evaluation.	4.1 Monitor the use and interpretations of tests and other assessment techniques.	1	2	3	4	5	NO	
	4.2 Assist intern in developing report-writing and record-keeping skills.	1	2	3	4	5	NO	
	4.3 Assist intern in integrating assessment results and observations to establish counseling priorities, set appropriate therapeutic goals and make appropriate recommendations.	1	2	3	4	5	NO	
	4.4 Assist the intern in assessing client progress.	1	2	3	4	5	NO	
	4.5 Monitor intern’s reports to ensure confidentiality of client and supervisor records.	1	2	3	4	5	NO	
	4.6 Assist the intern in developing a network and process for referrals.	1	2	3	4	5	NO	
Apply knowledge of evaluation of counselor performance.	5.1 Specify criteria and procedures for counselor evaluation.	1	2	3	4	5	NO	
	5.2 Identify the counselor’s personal and professional strengths and weaknesses.	1	2	3	4	5	NO	
	5.3 Assist the intern in developing and implementing a self-evaluation plan.	1	2	3	4	5	NO	
	5.4 Behaviorally focus feedback and evaluation related to counseling skills and developmental issues.	1	2	3	4	5	NO	
	5.5 Utilize informal evaluation/feedback as an ongoing, dialogical process.	1	2	3	4	5	NO	
Assimilate knowledge of current counseling literature and research, and incorporate that knowledge into the supervision process.	6.1 By showing an understanding of: (a) literature and research (b) current issues and trends (c) historical perspectives	1 1 1	2 2 2	3 3 3	4 4 4	5 5 5	NO NO NO	
	6.2 Encourage the intern to reach and to incorporate research findings.	1	2	3	4	5	NO	
	6.3 Integrate research findings in supervision and case management.	1	2	3	4	5	NO	

Practicum student's qualitative evaluation of site supervisor:

Counselor Candidate Signature

Date



**Mercer University
Department of Counseling and Human Sciences
School counseling program**

Field Experience Practicum Goal Statement

Name: _____

Date: _____

Site: _____

Please respond to each question below and submit an electronic copy to your course instructor and also provide one for your supervision leader (a Counseling Ph.D. student).

I. Self evaluation of counseling skills:

- 1) What counseling skills do you currently consider as strengths? Please be specific in explaining why or how you consider these to be strengths.
- 2) What counseling skills do you currently consider as weaknesses? Please be specific in explaining why or how you consider these to be weaknesses or areas for growth.
- 3) Which particular counseling skills are you developing and refining at this time?
- 4) How will you know whether or not you have progressed?

II. Self evaluation of personal characteristics and values:

- 1) What are the personal characteristics and values you possess which make you an effective counselor?
- 2) What are the personal characteristics and values you need to temper to become a more effective counselor?
- 3) What will you do to become more effective?



**Mercer University
Department of Counseling and Human Sciences
School counseling program**

Field Experience in Practicum School Counseling Mid-Semester Self Evaluation

Please respond to each question below and submit an electronic copy to your course instructor and also provide one for your supervision leader (a Counseling Ph.D. student).

How have you progressed toward meeting your goals as stated at the beginning of the semester?
Please be specific and provide examples.

- 1) What you have learned about
 - a. counseling in general
 - b. supervision in counseling
 - c. yourself as a counselor

- 2) Evaluate your skills and effectiveness as a counselor based on:
 - a. feedback from peers
 - b. feedback from supervisors
 - c. self-assessment



**Mercer University
Department of Counseling and Human Sciences
School counseling program**

Field Experience in Practicum School Counseling Final Self Evaluation

Please respond to each question and email an electronic copy to the field experience coordinator and your course instructor.

1. Have you fulfilled your goals as stated at the beginning of the semester? Please be specific and describe how you have or have not achieved these goals.

2. Evaluate your skills and effectiveness as a counselor based on your level as a graduate candidate at the end of this semester.



**Mercer University/Atlanta
College of Continuing and Professional Studies
Department of Counseling and Human Services
School Counseling Program**

FIELD EXPERIENCE POLICY STATEMENT

The School Counseling Program has the following policy regarding completion of hours for field assignments in **COUN 639: School Counseling Practicum**

1. Students must complete the entire **150** hours of observation and participation in order to receive credit for the field placement activities.
2. The **150** hours must be completed over a minimum of 10 weeks.
3. Completion of the *150 hours* does not guarantee that all credit will be received for the field assignment requirement. It does guarantee that the student will be eligible to earn the credit awarded based on the quality of the written work submitted and the site and faculty supervisor evaluations.
4. Excused absences may be made-up at the cooperating supervisor's convenience.
5. The site supervisor will be responsible for verifying the number of hours spent on site.
6. The site supervisor must provide the student with a total of one hour of one-on-one or dyad supervision per week.

Student Signature

Date

Site Supervisor Signature

Date

Instructor Signature

Date



**Mercer University: Atlanta
School Counseling Program
COUN 639: School Counseling Practicum**

School Counselor Candidate Practicum Evaluation

PRACTICUM STUDENT: _____

SITE SUPERVISOR: _____

SITE SCHOOL NAME and ADDRESS: _____

SEMESTER/YEAR: _____

School Counseling Competencies

GOAL STATEMENT:

The School Counselor Practicum Student possesses the personal characteristics, knowledge, and skills requirements of the effective helper, complies with ethical standards, and develops, maintains and provides effective counseling, guidance, consultation, organization, and administration skills and expertise appropriate for a school setting.

DIRECTIONS:

Please use this form as a guide to assist you in the evaluation of the Mercer University School Counseling field experience practicum student. Add comments to highlight both areas of strength and those needing improvement.

0 = UNACCEPTABLE basic understanding/demonstration of skill not achieved.

1 = EMERGING basic or little understanding/demonstration of skill with uneven performance.

2 = DEVELOPING increasing understanding/demonstration of skill with greater consistency.

3 = PROFICIENT consistent high level of understanding/demonstration of skill.

4 = EXEMPLARY purposely connects one skill to another; demonstrates independence, insight, creative and flexible application.

N = No opportunity to develop this skill as of yet or not able to assess at this time.

**A score of 0 requires that you provide comments for this rating to a candidate.*

PLEASE NOTE:

A score of **0 to 2** represents school counseling practicum student behaviors that indicate that the practicum student does not have access to, or chooses not to access, the information learned about the profession. He/she is *not able to remember* or *chooses not to remember* or *struggles to apply* the knowledge and understanding required for professionally relevant priorities.

Intervention Skills

The School Counseling Practicum student:

Listens to verbal and nonverbal communications.	0	1	2	3	4	N
Projects warmth, caring, and acceptance with student .	0	1	2	3	4	N
Communicates effectively, using basic counseling skills (such as paraphrases, reflections, questions, and summaries) .	0	1	2	3	4	N
Establishes effective therapeutic relationships.	0	1	2	3	4	N
Assists student in goal setting.	0	1	2	3	4	N
Helps students build on their strengths.	0	1	2	3	4	N
Understands how to help student clients change their behavior.	0	1	2	3	4	N
Understands how to assist students who are in crisis.	0	1	2	3	4	N
Demonstrates an ability to be concrete and specific.	0	1	2	3	4	N
Assists students in identifying and exploring presenting problems.	0	1	2	3	4	N
Exhibits control of the individual or group session, and/or classroom guidance lesson.	0	1	2	3	4	N
Rehearses new behaviors and skills with student clients.	0	1	2	3	4	N
Effectively uses contracts and homework assignments with student clients.	0	1	2	3	4	N
Understands how to make referrals when necessary.	0	1	2	3	4	N
Demonstrates knowledge of counseling termination.	0	1	2	3	4	N
Demonstrates how to give and receive feedback.	0	1	2	3	4	N
Is knowledgeable about systems and their impact on the client.	0	1	2	3	4	N
Adapts theory and techniques when working with the student client.	0	1	2	3	4	N
Works effectively with students, school personnel, and parents who are culturally different.	0	1	2	3	4	N

Professional Behavior

The School Counseling Practicum student:

Arrives to school site and school counseling activities when required and on time.	0	1	2	3	4	N
Completes all assignments in a concise and timely manner.	0	1	2	3	4	N
Communicates clearly and effectively.	0	1	2	3	4	N
Dresses appropriately.	0	1	2	3	4	N
Responds effectively to personal questions.	0	1	2	3	4	N
Is aware and responsive to relevant ethical standards.	0	1	2	3	4	N
Is knowledgeable concerning laws that pertain to counseling practice in the school.	0	1	2	3	4	N
Makes a conscious effort to improve counseling knowledge and skill.	0	1	2	3	4	N
Exhibits respectful behavior towards students, school personnel, and parents.	0	1	2	3	4	N
Shows high energy, enthusiasm and passion for the job of a school counselor.	0	1	2	3	4	N
Participates in continuing education activities (such as supervision, consultation, personal counseling, courses, workshops, and reading).	0	1	2	3	4	N

Supervision Skills

The School Counseling Practicum student:

Initiates dialog with the site supervisor (school counselor).	0	1	2	3	4	N
Arrives prepared at each supervision session.	0	1	2	3	4	N
Identifies questions, concerns, and issues relevant to current student issues.	0	1	2	3	4	N
Creates professional development goals for supervision.	0	1	2	3	4	N
Shows interest in learning.	0	1	2	3	4	N
Understands and incorporates suggestions made by the site supervisor.	0	1	2	3	4	N
Willing to take risks for learning and identifying troublesome situations.	0	1	2	3	4	N
Seeks clarification of unfamiliar situations.	0	1	2	3	4	N
Accepts encouragement and constructive feedback.	0	1	2	3	4	N
Actively participates in the supervisory process.	0	1	2	3	4	N

<u>TOTAL SCORE</u>	
---------------------------	--

Scoring

A = 144 – 160 (90 – 100%)

B = 128 – 143 (80 – 89%)

C = 112 – 127 (70 – 79%)

D = 96 – 111 (60 – 69%)

F = Below 96 (≤ - 59%)

Qualitative Evaluation

Field Supervisor's Signature

Date

Candidate's (Intern) Signature

Date

Instructor's Signature

Date



Weekly Time Log

Candidate _____

School _____

Field Supervisor _____

Phone: _____

Email: _____

Check One: Internship I _____

Internship II _____

Semester _____ Year _____

Date	Time Spent	Activity	Total	Running Total
			TOTAL	

Candidate's Signature

Date

Field Supervisor's Signature

Date

Practicum School Counseling Field Experience Summative Log

Candidate Name _____ Semester/Year _____

This sheet should provide a summary of all field experience hours. Please indicate the time spent per activity by rounding to the *nearest half-hour*.

DATE	Time Spent (hrs. mins.)	Outcome Objective Met (see Course Syllabus)	Activity: IS GS TS CS IEP S SST CG TS O AD OB PA	Description of Activity
TOTAL				

Supervisor Verification

I, _____, verify that _____ has completed of _____ hours of field experience at this field site.

Supervisor

Date _____

Candidate

Date _____

Description of Activity

IS = Individual Counseling Session
IEP = Individual Education Planning Session
CG = Classroom Guidance
AD = Advocacy Activities

GS = Small Group Session
S = Supervisor
TS = Testing Session
OB = Observation

CS = Consultation Session
SST = Candidate Support Team
O = Other
PA = Planning Activities



**Mercer University: Atlanta
School Counseling Program**

PARENTAL RELEASE FORM

Parent's Name: _____

Address: _____

Phone: (Home) _____ (Office) _____

The School Counseling Program at Mercer University conducts several courses that require graduate candidates to work with children and adolescents in the school system. The graduate candidates are required to audio tape counseling sessions as part of their course and degree requirements. The audio tapes will only be heard by the candidate and his/her faculty supervisor for supervision purposes. At no time is the identity of the child revealed within the audio tape. In addition, the candidate will not reveal any information about the child except for the child's age, gender, and grade level in school. Additionally, university faculty is required to sit in on a counseling session (individual, group, and /or classroom) solely for the purpose of supervision of the graduate candidate.

_____, a candidate enrolled in the School Counseling Program at Mercer University requests permission to conduct a counseling interview with your son/daughter, a candidate at _____ school. The counseling sessions conducted with your child will be audio taped and will be reviewed by the candidate's faculty supervisor. All audio tapes are erased after the supervisor has reviewed the tape. Please complete the attached form indicating that you give your permission for your child to be interviewed



**Mercer University: Atlanta
School Counseling Program**

CONSENT FORM

I, _____, consent for my child, _____,
to be interviewed by the following Mercer University candidate, _____. I
understand that the candidate is interviewing my child as a course requirement. Only the
candidate, the candidate's peer supervision group, and the candidate's supervisor will listen to
the audiotape. The child's confidentiality will be protected unless the child reports child abuse
or the child reports that he/she is planning to harm himself/herself or someone else. The tape
will be erased/destroyed after it has been reviewed by the candidate's supervisor.

(Candidate Signature)

(Date)

(Parent Signature)

(Date)

(Site Supervisor Signature)

(Date)



Mercer University
COUN 639: Practicum in School Counseling Initial Application

Student Name: _____ Email: _____

I. Procedure for Progression to Clinical Placement (P-12 School Site)

Placement in a school represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify for field experience:

3. Completion all prerequisite courses (see below) with a **B** or better.
4. Display of appropriate disposition(s) as defined below.

II. Pre-requisites for Enrolling in Field Experience Courses

All prospective school counseling candidates must attend the clinical meeting held in the semester prior to their planned field experience.

The following courses must be satisfactorily completed with a *grade of B or better* before a school counselor candidate is eligible to be placed in the 150 hours field experience (50 hours at each school level).

<u>Semester Completed</u>	<u>Course</u>	<u>Grade Earned</u>
_____	COUN 612 Counseling Theories	_____
_____	COUN 618 Ethics and Professional Issues	_____
_____	COUN 606 Psychological Helping Skills	_____
_____	COUN 631 Introduction to School Counseling	_____
_____	COUN 605 Group Techniques	_____
_____	COUN 632 Admin. & Leadshp. in School Counseling	_____

III. School Counseling Depositions

School counseling candidates are expected to demonstrate proficiency in the following dispositions:

- **RESPECT**
Values self and others; communicates effectively; is aware of personal bias and embraces diversity; is tolerant.
- **LEADERSHIP**
Plans ahead and demonstrates organizational skills; open and reflective listening skills; maintains positive attitudes in challenging situations; is concerned with meeting organizational goals while still meeting the needs of candidates, parents, teachers, and the community.
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes.
- **FLEXABILITY**
Adapts to change and is open to new ideas; maintains a positive attitude; deals appropriately with less than ideal situations.
- **COLLABORATION**
Is able to think systemically; demonstrates belief in the democratic process and remains open to input from a variety of sources
- **REFLECTION**
Self-assesses knowledge; acts in ways that demonstrate knowledge of personal beliefs and values; is introspective and willing to be transparent and open; accepts and uses feedback in a constructive manner.
- **ADVOCACY**
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes
- **COUNSELOR EFFICACY**
Is able to visualize and verbalize success of school counseling programs and the role of the professional school counselor.

I have read the criteria listed above for the school counseling field experience and my signature below attest to the fact that all information provided on this form is true.

Student Signature: _____ Date: _____

Field Experience Coordinator Signature: _____ Date: _____



M.S. School Counseling
Application for COUN 639: Practicum in School Counseling

Student Information

Name _____ Date _____

Mercer University Email _____

Telephone number (c) _____ (w) _____

Faculty Supervisor _____ Proof of liability Insurance _____
 (copy attached)

Site Information
1st Choice

High School Name _____

School Counselor _____

Middle School Name _____

School Counselor _____

Elementary School Name _____

School Counselor _____

2nd Choice

High School Name _____

School Counselor _____

Middle School Name _____

School Counselor _____

Elementary School Name _____

School Counselor _____

These sites are approved for the _____ semesters **only**.

Signature of Student _____ Date _____

Signature of Faculty Supervisor _____ Date _____

PLEASE NOTE:

Students may not count hours on-site until this form and the Field Experience Agreement are signed and submitted to the course instructor.



**Mercer University/Atlanta
College of Continuing and Professional Studies
Department of Counseling and Human Services
School Counseling Program**

FIELD EXPERIENCE AGREEMENT

This agreement is made this _____ day of _____ by
and between _____ (herein after referred to
as the SCHOOL) and Mercer University (herein after referred to as the UNIVERSITY). This
agreement will be effective for a period from _____ to _____
for student _____.

Purpose:

The purpose of this agreement is to provide a qualified Mercer University graduate student who
is a school counselor candidate with a field experience in the K-12 school setting in the area of
school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses.
2. Designating a qualified faculty member as the field experience supervisor who will work with the SCHOOL in coordinating the field experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
4. Advising the student that he/she must have adequate liability and health insurance.

The SCHOOL shall be responsible for the following:

1. Providing the counselor candidate with an overall orientation to the SCHOOL's specific services necessary for the implementation of the field experience.
2. Designating a qualified staff member to function as supervising counselor (site supervisor) for the counselor candidate. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the counselor candidate to engage in a variety of counseling activities under supervision, and for evaluating the counselor candidate's performance. (Suggested counseling experiences are included in the field experience manual.)

Equal Opportunity:

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnicity, origin, age, sex, sexual orientation or creed.

Termination:

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the internship experience of the counselor candidate whose health status is detrimental to the services provided to the K-12 students in the SCHOOL. Further, the SCHOOL has the right to terminate the use of the counselor candidate if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SCHOOL and/or to the K-12 students. Such action will not be taken until the grievance against any counselor candidate has been discussed with the counselor candidate and university officials.

The UNIVERSITY has the right to terminate the use of the SCHOOL if, as determined by the faculty supervisor, the counselor candidate is not provided the experiences necessary to meet the course objectives. The UNIVERSITY has the right to terminate the field experience if the counselor candidate is not receiving appropriate supervision. Such action will not be taken until

the grievance against the SCHOOL has been discussed with the counselor candidate, SCHOOL and UNIVERSITY officials.

The names of the responsible individuals at the two institutions charged with the implementations of the contract are as follows:

Internship Supervisor at the UNIVERSITY

Site Supervisor at the SCHOOL

The parties agree to the above stipulations as indicated by their signatures.

Counselor Candidate/Intern

Date

Site Supervisor/School Counselor

Date

Faculty Supervisor

Date

School Administrator

Date



Mercer University: Atlanta
Department of Counseling and Human Services
COUN 639: Practicum in School Counseling
Thursday: 3:00 – 4:30PM
SPRING 2012

Instructor: **Karen D. Rowland, Ph.D., LPC, NCC**
Office: 366 AACC Bldg

Phone: 678-547-6049 (office)
Email: rowland_kd@mercer.edu

Course Description:

The Practicum in School Counseling is a one semester supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision.

Purpose:

The purpose of this course is to prepare school counselor candidates demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students in K-12 settings.

Course Prerequisites:

COUN 605, COUN 606, COUN 612, COUN 618, COUN 631, COUN 632.

School Counseling Strands Addressed in this Course:

Foundations and historical development; philosophy; professional identity; cognitive and social development; planning and implementation; barriers to student success; multicultural competency; coordination; systemic change; research; data analysis; data based decision making.

Student Learning Objectives:

Note: In addition to the common core curricular experiences outlined in CACREP Section II.K (2001 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.

The professional school counselor candidate will:

Objective	CACREP/PSC Standard	NCATE Standard	Assessment
1. Demonstrate an understanding of the multiple factors that can influence the personal, social, and academic functioning of students and can identify various forms of needs assessments for each.	SC. Assessment Knowledge	1.2 1.5 2.2 2.3	1. Supervisor Evaluation 2. Case Study
2. Apply knowledge of appropriate assessments used to evaluate students' strengths and weaknesses and to analyze information gained from these assessments to develop plans to remove barriers to students' academic, career, and personal/social growth, including appropriate referrals.	SC. Assessment Skills	1.2 1.7 2.2 2.3 4.4	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
3. Demonstrate an understanding of evaluative research, outcome research data, and best practices literature relevant to the practice of school counseling. Demonstrate an understanding of models and basic strategies of evaluation for school counseling programs.	SC. Research and Evaluation Knowledge	1.2 2.2 2.3 3.3	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
4. Applies relevant research findings to inform school counseling practice and to develop a measurable outcome instrument for school a counseling program, activity, intervention, or experience.	SC. Research and Evaluation Skills	1.2	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
5. Demonstrates an understanding of the relationship between the school counseling program and the academic mission of schools, including an understanding of strategies and methods used to close the achievement gap and for teaching counseling related material.	SC. Academic Development Knowledge		1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
6. Applies knowledge of the relationship between school counseling programs and academic success to design and implement a counseling program that enhances student academic success, prepares students for a full range of post-secondary options, and utilizes differentiated instructional techniques to promote student success.	SC. Academic Development Skills		1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
7. Demonstrates an understanding of collaboration and consultation that incorporates systemic theories and knowledge of strategies for working with parents, families, guardians, communities, teachers, administrators, and other school personnel. Demonstrates an understanding of how these principles operate in crisis/disaster preparedness and response.	SC. Collaboration and Consultation Knowledge	1.2 2.3	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
8. Develop a plan that enhances the school-family-community partnership and informs the comprehensive school counseling program. Apply knowledge of consultation and collaboration that includes parents, guardians, families and community members as well as school personnel that enhances the school-family-community partnership and informs the comprehensive school counseling program.	SC. Collaboration and Consultation Skills	1.6 3.3 4.4	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
9. Demonstrates an understanding of the qualities, styles, skills, and principles of leadership and recognizes how to utilize these to develop, manage, and utilize a comprehensive, developmental school counseling program.	SC. Leadership Knowledge	1.2 1.5 1.6	1. Supervisor Evaluation 2. Case Study 3. Counseling Activity
10. Applies knowledge to design comprehensive, developmental school counseling program and to plan a school-counseling related educational program for use with parents and teachers.	SC. Leadership Skills	1.5 2.2 2.3	1. Supervisor Evaluation 2. Counseling Activity

Required Textbooks:

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author.

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2nd ed.). Alexandria, VA: Author.

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASURE of student success* (2nd ed.). Upper Saddle, New Jersey: Merrill Prentice Hall.

Recommended Textbooks:

Hitchner, K. W., & Tifft-Hitchner, A. (2006). *Counseling Today's Secondary Students: Practical Strategies, Techniques & Materials for the School Counselor*. San Francisco, CA: John Wiley & Son Inc.

Schmidt, J. J. (2006). *A Survival Guide for the Elementary/Middle School Counselor*, (2nd ed.). San Francisco, CA: John Wiley & Son Inc.

COURSE REQUIREMENT**Activities and Assessments**

Practice: Students are required to work for 150 total hours in K-12 settings (minimum of 50 hours at each school level – K-5, 6-8, and 9-12), approved by the departmental field experience coordinator. Each school's on-site supervisor will complete an evaluation of the student during the final week at each school level.

Practicum Log: Students will complete a log based on their individual practicum experience. It is important that students update their log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Late responses will result in a penalty of 10% of assignment grade for each day late. The log sheet to use will be provided. ***Upload to LiveText on due date.***

Classroom Guidance Activity: Practicum students will complete a minimum of five (5) classroom guidance lessons for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed lesson plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each guidance activity. See the format provided. ***Upload to LiveText on due date.***

Small Group Counseling Session: Practicum students will complete a minimum of two (2) small groups counseling (a minimum of 3 activity sessions per small group), for the semester and will present on one of these during an assigned date in class. Please remember to include in your detailed small group counseling plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each small group activity. See the format provided. ***Upload to LiveText on due date.***

Case Study: Practicum students will complete a minimum of ten (10) individual counseling sessions for the semester and are required to bring a tape/audio recording of one individual counseling case study to be scheduled in the semester. Please take appropriate precautions to best protect the confidentiality of your student-client. It may be best to present an ongoing case with which you would like some assistance from other class members and/or faculty. You should work with the instructor to select an appropriate case for presentation. Ideally, the case study will result in an active discussion among those in attendance, to help formulate effective interventions. A taped session (at least 10 minutes) must accompany your case study presentation. Students should ensure that clients have signed proper release forms, which include the notification that such tapes may be used for educational purposes. Be sure to follow the format in the presentation outline. ***Upload to LiveText on due date.***

Journal: Practicum students will complete journal entries that summarize the activities and experiences at their practica sites. The journal must include your personal reactions to the basic school counselor functions engaged in during internship: classroom guidance, small group work, individual counseling, consultation, advocacy, leadership, program planning/coordination, etc. Express your joys, concerns, what you have learned, and how you would improve as a school counselor. The journal report is due on the date of classroom meetings.

Individual Supervision: In addition to the class/group supervision, practicum students will receive weekly individual supervision from a Ph.D. counseling student to practice and also receive feedback on specific counseling skills.

Grading Policy

A grade of **A, B, C, D, or F** will be earned based on fulfillment of all course requirements

Grading scale:

A	93-100%	mastery of content/concepts
A-	90-92	
B+	87-89	
B	83-86	good understanding of material
B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	appropriately and at a professional level
F	<70	

Assignment Evaluation

Instructor Evaluation (<i>includes Ph.D. supervisor</i>)	10%
Individual Counseling	30%
Classroom Guidance	20%
Group Activity	10%
Internship Log	10%
Student Evaluation by Site Supervisor	20%
Total	100%

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work**.
- Grade in the “B+/B” ranges are very good grades, and signify a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the basic objectives of the course have been achieved, that the student has demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “D” grade is assigned for work, which is passing, but below average in competency for college-level work. The student receiving a grade of “D” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.
- The “F” grade is failing.

Class (Supervision) format:

1. Listening/viewing counseling audio/videotape (15 minutes per student) – 3 students per class session.
2. Individual reports on weekly internship activities, issues, etc. (40 minutes).
3. Wrap up with announcements, joys, etc. (10 minutes).

School Counseling Practicum Semester Assignments

I. Classroom Guidance Activity

1. Lesson Plan Topic: _____ Date: _____
2. Lesson Plan Topic: _____ Date: _____
3. Lesson Plan Topic: _____ Date: _____
4. Lesson Plan Topic: _____ Date: _____
5. Lesson Plan Topic: _____ Date: _____

II. Small Group Counseling Activity

1. Group Session Topic: _____ Date: _____
2. Group Session Topic: _____ Date: _____

III. Individual Counseling Session

1. Student 1: _____ Issue: _____ Date: _____
2. Student 2: _____ Issue: _____ Date: _____
3. Student 3: _____ Issue: _____ Date: _____
4. Student 4: _____ Issue: _____ Date: _____
5. Student 5: _____ Issue: _____ Date: _____
6. Student 6: _____ Issue: _____ Date: _____
7. Student 7: _____ Issue: _____ Date: _____
8. Student 8: _____ Issue: _____ Date: _____
9. Student 9: _____ Issue: _____ Date: _____
10. Student 10: _____ Issue: _____ Date: _____

Classroom Guidance/Small Group Counseling Activity *Format*

1. Name of Activity
2. Goal/Purpose of the Activity – use ASCA standards
3. Competencies – use ASCA competencies
4. Learning Objectives – use ASCA Competencies *indicators* (minimum of three) – address one in each of the following:
 - a. Cognitive Domain
 - b. Affective Domain
 - c. Psychomotor-Behavioral Domain
5. Georgia QCCs/ Performance Standards *see* -
<http://www.georgiastandards.org/index.aspx?PageReq=GSOQCC>
6. Developmental/Grade Level
7. Integration Suggestion (how can you *integrate* the activity into the classroom academic curriculum)
8. Inclusion/Diversity/Advocacy (how did you give attention to students with special needs?)
9. Development Learning Activity (identify the diversity/advocacy and inclusion issues)
 - a. Introduction
 - b. Activity
 - c. Conclusion
10. Evaluation (demonstrate the goals/objectives stated above)
11. Resources Needed (include a copy of any materials needed)
12. Pre/Post Test used (should address the learning objectives stated above)
13. Time Needed
14. Analysis of Results
 - a. Include Charts
 - b. Must include a reflection on the changes you could make to improve the results.
12. Summary

Information to include on the Pre and Post Tests

1. grade level
2. age
3. gender
4. ethnicity

Individual Counseling Case Study Presentation *Format*

Instructions

You will write two case studies: one each semester. For your case study, you will focus on one that addresses a **career issue** and one that addresses a **personal/social issue** with each issue being directly related or linked to the *student's academic development and/or success*. The following information will be submitted in writing using the template in LiveText and must be uploaded on the due date.

*Please note that the career case study must include a **career transition plan** for the student.*

1. Session Plan
2. Career Transition Plan (if applicable)
3. Pretest information and Results
4. Identifying Data
 - a. age
 - b. grade
 - c. gender
5. Presenting Problem (including who referred the child)
6. Relevant History
 - a. family/friends
 - b. school/academic (including grades)
 - c. assessment/testing
 - d. summary of previous counseling (if applicable)
7. Sources of Support
8. Student's Strengths
9. Brief Summary of the Interventions Utilized including the steps taken using an appropriate counseling theory (Reality, Solution Focus Brief, Adlerian, etc)
 - a. issues worked on
 - b. goals for the session(s)
 - c. whether goals were achieved
 - d. goals for next session
10. Post- test Results
11. Questions you have about the case (minimum of three questions)
12. Personal thoughts, feelings you have about the experience (about yourself as a counselor, student, presenting issue, etc.)
13. Feedback from class

Note

All students will provide feedback on the case.

The case study **MUST** be ***uploaded in to LiveText*** prior to your class presentation.

Information to include on the Pre and Post Tests

1. grade level
2. age
3. gender
4. ethnicity

Career Transition Plan *Format*

- I. Student Name (fictitious), gender, age, ethnicity
- II. Grade level
- III. School Name
- IV. History of academic counseling (include any assessment taken along with the results, a brief history of academic performance up to date).
- V. History of career counseling (include any assessment taken along with the results).
- VI. Identify the career development competencies as stated in the ASCA National Model that the student is expected to accomplish (identify at least three).
- VII. List or have student list the current career goals and interests.
- VIII. List or have student list the academic subjects they will need to realize their career goal/s, when were they taken or will be taken and the grade obtained.
- IX. Give a description of the counseling activity done during the session/s. You MUST use GACollege411 as one of your interventions.
- X. Include any and all writing assignments done relating to career interest/goals (ex. Essay, job letter, resume, college application letter, etc.).
- XI. Include student's immediate and future plans (ex. This week, next year, in 3 years, in 5 years, in 10 years). These plans should include postsecondary tasks to accomplish (such as college application, job application, resume, scholarship application, exams, etc.)
- XII. Summarize the experience by including the school counselor's (intern) perception of the career counseling session/s and of the student's progress (include academics as well) towards achieving the career goals.

APPENDIX B

Internship Forms and Course Syllabus



Mercer University
Department of Counseling and Human Sciences
School counseling program
Faculty Evaluation of Internship School Counselor Candidate

Candidate Name: _____

Please rate the Candidate's level of competency using the following rating scale:

- 5 ----- Always
4 ----- Frequently
3 ----- Sometimes
2 ----- Rarely
1 ----- Never

Counseling Skills (Classroom, Small Group, Individual)

<u>SKILL</u>	<u>RATING</u>				
Consistently demonstrates effective multicultural communication skills: - attending behavior - active listening - empathy -respect - warmth	5	4	3	2	1
Consistently employs effective facilitative skills: -using questions -reflecting -clarifying -paraphrasing -summarizing -being concrete -using appropriate self disclosure -confronting -focusing -interpreting	5	4	3	2	1
Manages crisis situations effectively	5	4	3	2	1
Exhibits positive regard for differences	5	4	3	2	1
Works effectively with all candidates	5	4	3	2	1
Manages ambiguous situations	5	4	3	2	1
Utilizes appropriate large and small group skills: -group planning -beginning each group session -using rounds -keeping the focus -cutting off -shifting the focus -confronting -facilitating member interaction	5	4	3	2	1
Demonstrates ability to address termination issues	5	4	3	2	1
Effective in classroom management	5	4	3	2	1

Program Planning and Consultation Skills

Familiar with basic aspects of a comprehensive developmental school counseling plan	5	4	3	2	1
Demonstrates ability to assess needs of an individual or group	5	4	3	2	1
Demonstrates ability to plan age appropriate individual, group, and classroom guidance sessions/lessons to address candidate needs	5	4	3	2	1
Utilizes a variety of resources that address candidate academic, personal/social and career needs in program planning and implementation	5	4	3	2	1
Demonstrates an understanding of important school systems: -SST -IEP -Registration	5 5 5	4 4 4	3 3 3	2 2 2	1 1 1
Demonstrates ability to appropriately make referrals to community agencies when needed and provides follow-up services	5	4	3	2	1
Demonstrates a basic information base regarding assisting all candidates in: -career search -college application process -job search -career assessment -learning styles inventory -academic assessment and guidance	5 5 5 5 5 5	4 4 4 4 4 4	3 3 3 3 3 3	2 2 2 2 2 2	1 1 1 1 1 1
Effectively communicates with: -teachers -administrators -parents -school staff -community professionals -colleagues	5 5 5 5 5 5	4 4 4 4 4 4	3 3 3 3 3 3	2 2 2 2 2 2	1 1 1 1 1 1
Demonstrates ability to adequately interpret test data and review results with a diverse candidate and parent population	5	4	3	2	1
Familiar with referral agencies through site visitations and internet resources	5	4	3	2	1
Visits school counseling programs in other schools and/or school districts	5	4	3	2	1

Comments:

Faculty: _____

Date: _____



Mercer University
Department of Counseling and Human Sciences
School counseling program
School Counselor Candidate Evaluation of Site Supervision

Candidate _____ Site _____

Supervisor _____

CANDIDATE EVALUATION OF SITE SUPERVISION

Site supervisor utilized in the School Counseling Program at Mercer University provide an extremely vital service to counseling interns' professional development. Therefore, site supervisors are carefully selected and must meet certain criteria as defined by the Council for the Accreditation of Counseling Related Educational Programs (CACREP). CACREP also requires that site supervisors be evaluated by the counseling candidates at the end of each field experience semester. Please complete the following evaluation form and return it to the University Supervisor prior to the last session of field experience class/group supervision.

*NOTE:

Modified from Engels and Dameron (1990). The Professional Counseling (2nd Ed.). AACD Publishing, Alexandria, VA.

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
Teach and apply knowledge of ethical, legal, and regulatory aspects of the profession.	1.6 Inform the intern of the code(s) of ethics of pertinent professional entities (ACA, ASCA, GSCA, etc.)	1	2	3	4	5	NO
	1.7 Inform the intern of legal and regulatory documents and professional standards of practice for licensure and certification in the specialty.	1	2	3	4	5	NO
	1.8 Inform the intern of legal issues that affect counselors and counseling (e.g. privilege and confidentiality, professional disclosure, informed consent, duty to warn, civil and criminal liability).	1	2	3	4	5	NO
	1.9 Inform the intern of ethical/legal issues related to the supervisory process (e.g. dual relationships, evaluation, vicarious liability, etc.).	1	2	3	4	5	NO
	1.10 Model appropriate use of ethical and legal standards.	1	2	3	4	5	NO

Apply knowledge of issues related to the supervisory relationship and process.	2.1 Recognize variables that affect the supervisory relationship (e.g. sex roles, ethnicity, supervisory style).	1	2	3	4	5	NO
	2.2 Establish a supportive environment for the supervisory relationship.	1	2	3	4	5	NO
COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
3. Apply knowledge of issues related to the supervisory relationship and process.	2.9 Deal effectively with supervisory resistance	1	2	3	4	5	NO
	2.10 Recognize and clarify the parallel processes between teaching, counseling and supervision.	1	2	3	4	5	NO
	2.11 Use the supervisory relationship as a vehicle for learning about the dynamics of the counseling relationship.	1	2	3	4	5	NO
	2.12 Display sensitivity to the intern's anxiety relative to feelings of inadequacy and the evaluative nature of the relationship.	1	2	3	4	5	NO
	2.13 Present an openness of self to feedback from the intern relative to the effectiveness of the supervision.	1	2	3	4	5	NO
	2.14 Clarify the intern's personal and professional needs that affect counseling	1	2	3	4	5	NO
Apply supervision methodology effectively and with sensitivity.	3.6 Relate to the intern in the various roles of: (e) teacher (f) counselor (g) consultant (h) evaluator	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.7 Utilize appropriate supervisory interventions: (g) role-playing (h) role-reversal (i) live supervision (j) audio/visual tape critiques (k) group supervision (l) other, _____	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.8 Negotiate a mutual agreement with the intern regarding additional readings, training and/or supervision needs.	1	2	3	4	5	NO
	3.9 Clarify to the intern the supervisor's style of supervision.	1	2	3	4	5	NO
	3.10 Provide equal dimensions of challenge and support.	1	2	3	4	5	NO

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	55					
		ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
Apply knowledge and competence in case management, reporting, recording and client assessment and evaluation.	4.7 Monitor the use and interpretations of tests and other assessment techniques.	1	2	3	4	5	NO
	4.8 Assist intern in developing report-writing and record-keeping skills.	1	2	3	4	5	NO
	4.9 Assist intern in integrating assessment results and observations to establish counseling priorities, set appropriate therapeutic goals and make appropriate recommendations.	1	2	3	4	5	NO
	4.10 Assist the intern in assessing client progress.	1	2	3	4	5	NO
	4.11 Monitor intern’s reports to ensure confidentiality of client and supervisor records.	1	2	3	4	5	NO
	4.12 Assist the intern in developing a network and process for referrals.	1	2	3	4	5	NO
Apply knowledge of evaluation of counselor performance.	5.6 Specify criteria and procedures for counselor evaluation.	1	2	3	4	5	NO
	5.7 Identify the counselor’s personal and professional strengths and weaknesses.	1	2	3	4	5	NO
	5.8 Assist the intern in developing and implementing a self-evaluation plan.	1	2	3	4	5	NO
	5.9 Behaviorally focus feedback and evaluation related to counseling skills and developmental issues.	1	2	3	4	5	NO
	5.10 Utilize informal evaluation/feedback as an ongoing, dialogical process.	1	2	3	4	5	NO
Assimilate knowledge of current counseling literature and research, and incorporate that knowledge into the supervision process.	6.4 By showing an understanding of: (d) literature and research (e) current issues and trends (f) historical perspectives	1 1 1	2 2 2	3 3 3	4 4 4	5 5 5	NO NO NO
	6.5 Encourage the intern to reach and to incorporate research findings.	1	2	3	4	5	NO
	6.6 Integrate research findings in supervision and case management.	1	2	3	4	5	NO

Intern's qualitative evaluation of site supervisor:

Counselor Candidate Signature

Date



Field Experience Goal Statement

Name: _____ Date: _____

Site: _____

Self evaluation of counseling skills:

Strengths

Weaknesses

Which particular counseling skills are you developing and refining at this time?

How will you know whether or not you have progressed?

Self evaluation of personal characteristics and values:

What are the personal characteristics and values you possess which make you an effective counselor?

What are the personal characteristics and values you need to temper to become a more effective counselor?

What will you do to become more effective?

What are your short-term and long-term career goals?



Field Experience in School Counseling Mid-Semester Self Evaluation

How have you progressed toward meeting your goals as stated at the beginning of the semester?
Please be specific and provide examples.

What you have learned about

- a. counseling in general
- b. supervision in counseling
- c. yourself as a counselor

Evaluate your skills and effectiveness as a counselor based on:

- a. feedback from peers
- b. feedback from supervisors
- c. self-assessment



Field Experience in School Counseling Final Self Evaluation

3. Have you fulfilled your goals as stated at the beginning of the semester? Please be specific and describe how you have or have not achieved these goals.
4. Evaluate your skills and effectiveness as a counselor based on your level as a graduate candidate at the end of this semester.
5. How could this seminar be improved? Please be specific.



**Mercer University/Atlanta
College of Continuing and Professional Studies
Department of Counseling and Human Services
School Counseling Program**

FIELD EXPERIENCE POLICY STATEMENT

The School Counseling Program has the following policy regarding completion of hours for field assignments in **COUN 640: School Counseling Internship**

7. Students must complete the entire **600** hours of internship in order to receive credit for the field placement activities.
8. The **600** hours must be completed over a minimum of two semesters.
9. Completion of the *600 hours* does not guarantee that all credit will be received for the field assignment requirement. It does guarantee that the student will be eligible to earn the credit awarded based on the quality of the written work submitted and the site and faculty supervisor evaluations.
10. Excused absences may be made-up at the cooperating supervisor's convenience.
11. The site supervisor will be responsible for verifying the number of hours spent on site.
12. The site supervisor must provide the student with one hour of one-on-one or dyad supervision per week.

Student Signature

Date

Site Supervisor Signature

Date

Instructor Signature

Date



**Mercer University: Atlanta
School Counseling Program
COUN 640: School Counseling Field Experience**

School Counselor Candidate Internship Evaluation

INTERN: _____

SITE SUPERVISOR: _____

SITE SCHOOL NAME and ADDRESS: _____

SEMESTER/YEAR: _____

MID-TERM EVALUATION: _____ **FINAL EVALUATION:** _____

School Counseling Competencies

GOAL STATEMENT:

The School Counselor Candidate (Intern) possesses the personal characteristics, knowledge, and skills requirements of the effective helper, complies with ethical standards, and develops, maintains and provides effective counseling, guidance, consultation, organization, and administration skills and expertise appropriate for a school setting.

DIRECTIONS:

Please use this form as a guide to assist you in the evaluation of the Mercer University School Counseling field experience intern (school counselor candidate). For each of the areas below, please evaluate the candidate **as compared to a first year (entry level) school counselor. A Score of 4 indicates a skill equivalency equal to or greater than that of a beginning school counselor.** Add comments in the **qualitative** section to highlight both areas of strength and those needing improvement.

0 = UNACCEPTABLE basic understanding/demonstration of skill not achieved.

1 = EMERGING basic or little understanding/demonstration of skill with uneven performance.

2 = DEVELOPING increasing understanding/demonstration of skill with greater consistency.

3 = PROFICIENT consistent high level of understanding/demonstration of skill.

4 = EXEMPLARY purposely connects one skill to another; demonstrates independence, insight, creative and flexible application.

N = No opportunity to develop this skill as of yet or not able to assess at this time.

**A score of 0 requires that you provide comments for this rating to a candidate.*

THE SCHOOL COUNSELOR CANDIDATE IS A SKILLED PROFESSIONAL WHO IS ABLE TO:

- Plan, organize and deliver a school counseling program:-

That is designed to meet the needs of a diverse school population.	0	1	2	3	4	N
That demonstrates positive interpersonal relationships with students.	0	1	2	3	4	N

That demonstrates positive interpersonal relationships with educational staff.	0	1	2	3	4	N
That demonstrates positive interpersonal relationships with parents or guardians.	0	1	2	3	4	N

- Implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students:-

By teaching school guidance units effectively.	0	1	2	3	4	N
In developing materials and instructional strategies to meet student needs and school goals.	0	1	2	3	4	N
In developing instructional strategies that are developmentally appropriate for all students.	0	1	2	3	4	N
By encouraging staff involvement to ensure the effective implementation of the school guidance curriculum.	0	1	2	3	4	N

- Provide responsive services through the effective use of individual and small-group counseling, consultation and referral skills:-

In counseling individual students and small groups of students with identified needs and concerns.	0	1	2	3	4	N
By consulting effectively with parents or guardians, teachers, administrators and other relevant individuals.	0	1	2	3	4	N
In implementing an effective referral process with administrators, teachers and other school personnel.	0	1	2	3	4	N
By developing appropriate interventions for students as needed and monitoring their progress.	0	1	2	3	4	N

- Provide system support through effective school counseling program management and support for other educational programs:-

In discussing the qualities of the school counselor management system with other members of the counseling staff and have agreement.	0	1	2	3	4	N
By providing support for other school programs.	0	1	2	3	4	N
By meeting members of the advisory committee and understanding the importance of reviewing the school counseling program audit with the advisory council.	0	1	2	3	4	N

- Collect and analyze data to guide counseling program direction:-

By using school data to make decisions regarding student choice of classes and special programs.	0	1	2	3	4	N
By using data from the counseling program to make decisions regarding program revisions.	0	1	2	3	4	N
By analyzing data to ensure every student has equity and access to a rigorous academic curriculum.	0	1	2	3	4	N
By understanding and using data to establish goals and activities to close achievement gap.	0	1	2	3	4	N

- Is a student advocate, leader, collaborator and a systems change agent:-

Who understands how to promote academic success of every student.	0	1	2	3	4	N
Who understands how to promote equity and access for every student.	0	1	2	3	4	N
Who understands the importance of taking a leadership role within the counseling department, the school setting and the community.	0	1	2	3	4	N
Who understands how to build effective teams by encouraging collaboration among all school staff.	0	1	2	3	4	N
Who knows how to use data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	0	1	2	3	4	N

- Adhere to professional, ethical, and legal behavior:-

In demonstrating an understanding of and ability to apply and adhere to ethical and legal standards in school counseling.	0	1	2	3	4	N
By demonstrating an awareness of personal issues (counter-transference/parallel processes) that might impact counseling.	0	1	2	3	4	N
In understanding the importance of participating in professional development opportunities on a continuing basis.	0	1	2	3	4	N
In demonstrating the ability to articulate the ASCA national model.	0	1	2	3	4	N
In understanding the role of advocacy for an appropriate school counselor identity and school counseling program.	0	1	2	3	4	N
In demonstrating openness to and use of supervision.	0	1	2	3	4	N

<u>TOTAL SCORE</u>	
---------------------------	--

Qualitative Evaluation

Field Supervisor's Signature

Date

Candidate's (Intern) Signature

Date

Instructor's Signature

Date

Candidate _____

School _____

Field Supervisor _____

Address _____

Phone: _____ Email: _____

Check One: Internship I _____ Internship II _____

Semester _____ Year _____

[illegible]

Candidate's Signature	Date
-----------------------	------

Field Supervisor's Signature	Date
------------------------------	------

Description of Activity

IS = Individual Counseling Session
IEP = Individual Education Planning Session
CG = Classroom Guidance
AD = Advocacy Activities

GS = Small Group Session
S = Supervisor
TS = Testing Session
OB = Observation

CS = Consultation Session
SST = Candidate Support Team
O = Other
PA = Planning Activities

Mercer University: Atlanta
School Counseling Field Experience Summative Log

Candidate Name _____ Semester/Year _____

This sheet should provide a summary of all field experience hours. Please indicate the time spent per activity by rounding to the *nearest half-hour*.

DATE	Time Spent (hrs. mins.)	Outcome Objective Met (see Course Syllabus)	Activity:	Description of Activity
			IS GS TS CS IEP S SST CG TS O AD OB PA	
TOTAL				

Supervisor Verification

I, _____, verify that _____ has completed of _____ hours of field experience at this field site.

Supervisor

Date

Candidate

Date

Description of Activity

IS = Individual Counseling Session
IEP = Individual Education Planning Session
CG = Classroom Guidance
AD = Advocacy Activities

GS = Small Group Session
S = Supervisor
TS = Testing Session
OB = Observation

CS = Consultation Session
SST = Candidate Support Team
O = Other
PA = Planning Activities



**Mercer University
Department of Counseling and Human Sciences
School counseling program**

PARENTAL RELEASE FORM

Parent's Name: _____

Address: _____

Phone: (Home) _____ (Office) _____

The School Counseling Program at Mercer University conducts several courses that require graduate candidates to work with children and adolescents in the school system. The graduate candidates are required to audio and/or video tape counseling sessions as part of their course and degree requirements. The audio and/or video tapes will only be heard by the candidate and his/her faculty supervisor for supervision purposes. Additionally, university faculty is required to sit in on a counseling session (individual, group, and /or classroom) solely for the purpose of supervision of the graduate candidate.

_____, a candidate enrolled in the School Counseling Program at Mercer University requests permission to conduct a counseling interview with your son/daughter, a candidate at _____ school. The counseling sessions conducted with your child will be audio and/or video taped and will be reviewed by the candidate's faculty supervisor. All audio and video tapes are erased after the supervisor has reviewed the tape.

Please complete the attached form indicating that you give your permission for your child to be interviewed



Mercer University
Department of Counseling and Human Sciences
School counseling program

CONSENT FORM

I, _____, consent for my child, _____, to be interviewed by the following Mercer University candidate, _____. I understand that the candidate is interviewing my child as a course requirement. Only the candidate, the candidate's peer supervision group, and the candidate's supervisor will listen to the audiotape or view the videotape. The candidate's confidentiality will be protected unless the candidate reports child abuse or the child reports that he/she is planning to harm himself/herself or someone else. The tape will be erased/destroyed after it has been reviewed by the candidate's supervisor.

(Candidate Signature)

(Date)

(Parent Signature)

(Date)

(Site Supervisor Signature)

(Date)



Mercer University
School Counseling Field Experience Initial Application

Student Name: _____ Email: _____

IV. Procedure for Progression to Clinical Placement (P-12 School Site)

Placement in a school represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify for field experience:

5. Completion all prerequisite courses (see below) with a **B** or better.
6. Display of appropriate disposition(s) as defined below.

V. Pre-requisites for Enrolling in Field Experience Courses

All prospective school counseling candidates must attend the clinical meeting held in the semester prior to their planned field experience. This meeting is typically scheduled for Monday and Tuesday during the third week of the semester.

The following courses must be satisfactorily completed with a *grade of B or better* before a school counselor candidate is eligible to be placed in the 750 hours field experience (450 hours for Certification students).

<u>Semester Completed</u>	<u>Course</u>	<u>Grade Earned</u>
_____	COUN 612 Counseling Theories	_____
_____	COUN 618 Ethics and Professional Issues	_____
_____	COUN 606 Psychological Helping Skills	_____
_____	COUN 631 Introduction to School Counseling	_____
_____	COUN 605 Group Techniques	_____
_____	COUN 632 Admin. & Leadshp. in School Counseling	_____

VI. School Counseling Depositions

School counseling candidates are expected to demonstrate proficiency in the following dispositions:

- **RESPECT**
Values self and others; communicates effectively; is aware of personal bias and embraces diversity; is tolerant.
- **LEADERSHIP**
Plans ahead and demonstrates organizational skills; open and reflective listening skills; maintains positive attitudes in challenging situations; is concerned with meeting organizational goals while still meeting the needs of candidates, parents, teachers, and the community.
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes.
- **FLEXABILITY**
Adapts to change and is open to new ideas; maintains a positive attitude; deals appropriately with less than ideal situations.
- **COLLABORATION**
Is able to think systemically; demonstrates belief in the democratic process and remains open to input from a variety of sources
- **REFLECTION**
Self-assesses knowledge; acts in ways that demonstrate knowledge of personal beliefs and values; is introspective and willing to be transparent and open; accepts and uses feedback in a constructive manner.
- **ADVOCACY**
Believes that all candidates can succeed and works to bring equity in education; demonstrates a belief in the efficacy of professional school; understands and participates in political and legislative processes
- **COUNSELOR EFFICACY**
Is able to visualize and verbalize success of school counseling programs and the role of the professional school counselor.

I have read the criteria listed above for the school counseling field experience and my signature below attest to the fact that all information provided on this form is true.

Student Signature: _____ Date: _____

Field Experience Coordinator Signature: _____ Date: _____



M.S. School Counseling Application for Field Experience

Student Information

Name _____ Date _____

Email Address _____

Telephone number (c) _____ (w) _____

Faculty Supervisor _____ Proof of liability Insurance _____
(copy attached)

Site Information

1st Choice

High School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____
Middle School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____
Elementary School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____

2nd Choice

High School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____
Middle School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____
Elementary School Name _____	School Email/Website _____
School Counselor _____	<i>Proposed Hours & Semester</i> _____

These sites are approved for the _____ semesters **only**.

Signature of Student _____ Date _____

Signature of Faculty Supervisor _____ Date _____

PLEASE NOTE:

Students may not count hours on-site until this form and the Field Experience Agreement are signed and submitted to the course instructor.



**Mercer University
Department of Counseling and Human Sciences
School counseling program**

FIELD EXPERIENCE AGREEMENT

This agreement is made this _____ day of _____ by
and between _____ (herein after referred to
as the SCHOOL) and Mercer University (herein after referred to as the UNIVERSITY). This
agreement will be effective for a period from _____ to _____
for
candidate _____.

Purpose:

The purpose of this agreement is to provide a qualified Mercer University graduate candidate
who is a school counselor candidate with a field experience in the K-12 school setting in the area
of school counseling.

The UNIVERSITY shall be responsible for the following:

5. Selecting a candidate who has successfully completed all the prerequisite courses.
6. Designating a qualified faculty member as the field experience supervisor who will work
with the SCHOOL in coordinating the field experience.
7. Notifying the candidate that he/she must adhere to the administrative policies, rules,
standards, schedules, and practices of the SCHOOL.
8. Advising the candidate that he/she must have adequate liability insurance.

The SCHOOL shall be responsible for the following:

3. Providing the counselor candidate with an overall orientation to the SCHOOL's specific services necessary for the implementation of the field experience.
4. Designating a qualified staff member to function as supervising counselor (site supervisor) for the counselor candidate. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the counselor candidate to engage in a variety of counseling activities under supervision, and for evaluating the counselor candidate's performance. (Suggested counseling experiences are included in the field experience manual.)

Equal Opportunity:

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnicity, origin, age, sex, sexual orientation or creed.

Termination:

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the internship experience of the counselor candidate whose health status is detrimental to the services provided to the K-12 candidates in the SCHOOL. Further, the SCHOOL has the right to terminate the use of the counselor candidate if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SCHOOL and/or to the K-12 candidates. Such action will not be taken until the grievance against any counselor candidate has been discussed with the counselor candidate and university officials.

The UNIVERSITY has the right to terminate the use of the SCHOOL if, as determined by the faculty supervisor, the counselor candidate is not provided the experiences necessary to meet the course objectives. The UNIVERSITY has the right to terminate the field experience if the counselor candidate is not receiving appropriate supervision. Such action will not be taken until

the grievance against the SCHOOL has been discussed with the counselor candidate, SCHOOL and UNIVERSITY officials.

The names of the responsible individuals at the two institutions charged with the implementations of the contract are as follows:

Internship Supervisor at the UNIVERSITY

Site Supervisor at the SCHOOL

The parties agree to the above stipulations as indicated by their signatures.

Counselor Candidate

Date

Site Supervisor

Date

Faculty Supervisor

Date

School Administrator

Date

MERCER UNIVERSITY

School Counseling Internship Syllabus COUN 640: School Counseling Field Experience

Instructor: **Karen D. Rowland, Ph.D., LPC, NCC**
Office: 366 AACC Bldg

Phone: 678-547-6049 (office)
Email: rowland_kd@mercer.edu

Course Description:

The School Counseling Field Experience is a **two-semester 750 hour** supervised experience in three school settings (P-5, 6-8, 9-12). The Professional School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced Professional School Counselor and a faculty supervisor.

Purpose:

The purpose of this course is to prepare school counselor candidates demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students in K-12 settings.

Course Prerequisites: COUN 605, COUN 606, COUN 612, COUN 631, COUN 632, COUN 639.

School Counseling Strands Addressed in this Course:

Foundations and historical development; philosophy; professional identity; cognitive and social development; planning and implementation; barriers to student success; multicultural competency; coordination; systemic change; research; data analysis; data based decision making.

Student Learning Objectives:

Note: In addition to the common core curricular experiences outlined in CACREP Section II.K (2001 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.

The professional school counselor student will:

Objective	CACREP/PSC Standard	NCATE Standard	Assessment
11. Demonstrate an understanding of the multiple factors that can influence the personal, social, and academic functioning of students and can identify various forms of needs assessments for each.	SC. Assessment Knowledge	1.2 1.5 2.2 2.3	3. Supervisor Evaluation 4. Case Study 5. MEASURE
12. Apply knowledge of appropriate assessments used to evaluate students' strengths and weaknesses and to analyze information gained from these assessments to develop plans to remove barriers to students' academic, career, and personal/social growth, including appropriate referrals.	SC. Assessment Skills	1.2 1.7 2.2 2.3 4.4	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE

13. Demonstrate an understanding of evaluative research, outcome research data, and best practices literature relevant to the practice of school counseling. Demonstrate an understanding of models and basic strategies of evaluation for school counseling programs.	SC. Research and Evaluation Knowledge	1.2 2.2 2.3 3.3	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
14. Applies relevant research findings to inform school counseling practice and to develop a measurable outcome instrument for school a counseling program, activity, intervention, or experience.	SC. Research and Evaluation Skills	1.2	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
15. Demonstrates an understanding of the relationship between the school counseling program and the academic mission of schools, including an understanding of strategies and methods used to close the achievement gap and for teaching counseling related material.	SC. Academic Development Knowledge		4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
16. Applies knowledge of the relationship between school counseling programs and academic success to design and implement a counseling program that enhances student academic success, prepares students for a full range of post-secondary options, and utilizes differentiated instructional techniques to promote student success.	SC. Academic Development Skills		4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
17. Demonstrates an understanding of collaboration and consultation that incorporates systemic theories and knowledge of strategies for working with parents, families, guardians, communities, teachers, administrators, and other school personnel. Demonstrates an understanding of how these principles operate in crisis/disaster preparedness and response.	SC. Collaboration and Consultation Knowledge	1.2 2.3	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
18. Develop a plan that enhances the school-family-community partnership and informs the comprehensive school counseling program. Apply knowledge of consultation and collaboration that includes parents, guardians, families and community members as well as school personnel that enhances the school-family-community partnership and informs the comprehensive school counseling program.	SC. Collaboration and Consultation Skills	1.6 3.3 4.4	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
19. Demonstrates an understanding of the qualities, styles, skills, and principles of leadership and recognizes how to utilize these to develop, manage, and utilize a comprehensive, developmental school counseling program.	SC. Leadership Knowledge	1.2 1.5 1.6	4. Supervisor Evaluation 5. Case Study 6. Counseling Activity 7. MEASURE
20. Applies knowledge to design comprehensive, developmental school counseling program and to plan a school-counseling related educational program for use with parents and teachers.	SC. Leadership Skills	1.5 2.2 2.3	3. Supervisor Evaluation 4. Case Study 5. Counseling Activity 6. MEASURE

Required Textbooks:

American School Counselor Association (2004). *The ASCA National Model Workbook*.
Alexandria, VA: Author.

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2nd ed.). Alexandria, VA: Author.

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASURE of student success* (2nd ed.). Upper Saddle, New Jersey: Merrill Prentice Hall.

Recommended Textbooks:

Hitchner, K. W., & Tifft-Hitchner, A. (2006). *Counseling Today's Secondary Students: Practical Strategies, Techniques & Materials for the School Counselor*. San Francisco, CA: John Wiley & Son Inc.

Schmidt, J. J. (2006). *A Survival Guide for the Elementary/Middle School Counselor*, (2nd ed.). San Francisco, CA: John Wiley & Son Inc.

COURSE REQUIREMENT

Activities and Assessments

Practice: Interns are required to work for 750 total hours in internship settings approved by the departmental field experience coordinator. The on-site supervisor will complete evaluations of the student during the mid-semester and final week of the semester.

Internship Log: Interns will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Late responses will result in a penalty of 10% of assignment grade for each day late. The log sheet to use will be provided. ***Upload to LiveText on due date.***

Classroom Guidance Activity: Interns will complete a minimum of **ten (10)** classroom guidance lessons for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed lesson plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each guidance activity. See the format provided. ***Upload to LiveText on due date.***

Small Group Counseling Session: Interns will complete a minimum of **five (5)** small groups counseling (a minimum of 3 activity sessions per small group), for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed small group counseling plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each small group activity. See the format provided. ***Upload to LiveText on due date.***

Case Study: Interns will complete a minimum of **ten (10)** individual counseling sessions for the semester and are required to bring a **tape/audio recording of one** individual counseling case study to be scheduled in the semester. Please take appropriate precautions to best protect the

confidentiality of your student-client. It may be best to present an ongoing case with which you would like some assistance from other class members and/or faculty. You should work with the instructor to select an appropriate case for presentation. Ideally, the case study will result in an active discussion among those in attendance, to help formulate effective interventions. *A taped session (at least 15 minutes) must accompany your case study presentation.* Students should ensure that clients have signed proper release forms, which include the notification that such tapes may be used for educational purposes. **Be sure to follow the format in the presentation outline. Upload to LiveText on due date.**

M.E.A.S.U.R.E.: Interns will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class to demonstrate competence. *See MEASURE outline format. Upload to LiveText on due date.*

Journal: Interns will complete journal entries that summarize the activities and experiences at their internship site. The journal must include your personal reactions to the basic school counselor functions engaged in during internship: classroom guidance, small group work, individual counseling, consultation, advocacy, leadership, program planning/coordination, etc. Express your joys, concerns, what you have learned, and how you would improve as a school counselor. The journal report is due on the date of classroom meetings.

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Students are encouraged to focus on their professional development.

The **mid-term** and **final evaluation** session will focus on the development of skills over the course of the semester and can be used as a barometer of the student's progress throughout the course.

Successful completion of the course requirements, the supervisors' evaluation (site and university supervisors), and evidence of professional development will serve as the basis for the final grade.

It is the student's responsibility to have presented throughout the semester specific data representative of his/her work. *University supervisor evaluation will be based on demonstration and observation of the following:*

- Conceptualization - Ability to frame the counseling process from a theoretical perspective and provide evidence within the counseling session(s) of operating from that theoretical perspective.

- Goals - Ability to help the client develop realistic, measurable, specific goals for counseling.
- Counseling/Consultation Interventions - Flexibility and appropriateness of interventions.
- Monitoring Progress - Ability to monitor the progress of clients as well as your own growth as a counselor.
- Performance during group supervision - Ability to present cases clearly and systematically. Ability to give and receive feedback and general level (frequency and appropriateness) of participation within the group.
- Intra-personal growth - Ability to recognize and modify personal and/or professional behaviors that interfere with the counseling and/or supervisory process. Openness to supervision.
- On-site performance - Ability to relate to colleagues in the setting. Ability to take initiative (function without need for excess direction), generate an independent client load, etc. Appropriate professional conduct.
- Appraisal instruments - samples of appraisal instruments used and knowledge of their reliability, validity and appropriateness of use.
- Professional activities - Show evidence of involvement in professional activities other than direct service.

Grading Policy

A grade of **A, B, C, D, or F** will be earned based on fulfillment of all course requirements

Grading scale:

A	93-100%	mastery of content/concepts
A-	90-92	
B+	87-89	
B	83-86	good understanding of material
B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	appropriately and at a professional level
F	<70	

Assignment Evaluation

Instructor Evaluation (<i>includes journal</i>)	15%
Individual Counseling	10%
MEASURE	25%
Classroom Guidance	10%
Group Activity	10%
Internship Log	10%
Student Evaluation by Site Supervisor	20%
Total	100%

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work.**
- Grade in the “B+/B” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “D” grade is assigned for work, which is passing, but **below average in competency for college-level work**. The student receiving a grade of “D” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.
- The “F” grade is failing.

Class (Supervision) format:

4. Listening/viewing counseling audio/videotape (15 minutes per student) – 3 students per class session.
5. Individual reports on weekly internship activities, issues, etc. (40 minutes).
6. Wrap up with announcements, joys, etc. (10 minutes).

School Counseling Internship Semester Assignments

IV. Classroom Guidance Activity

1. Lesson Plan Topic: _____ Date: _____
2. Lesson Plan Topic: _____ Date: _____
3. Lesson Plan Topic: _____ Date: _____
4. Lesson Plan Topic: _____ Date: _____
5. Lesson Plan Topic: _____ Date: _____
6. Lesson Plan Topic: _____ Date: _____
7. Lesson Plan Topic: _____ Date: _____
8. Lesson Plan Topic: _____ Date: _____
9. Lesson Plan Topic: _____ Date: _____
10. Lesson Plan Topic: _____ Date: _____

V. Small Group Counseling Activity

1. Group Session Topic: _____ Date: _____
2. Group Session Topic: _____ Date: _____
3. Group Session Topic: _____ Date: _____
4. Group Session Topic: _____ Date: _____
5. Group Session Topic: _____ Date: _____

VI. Individual Counseling Session

1. Student 1: _____ Issue: _____ Date: _____
2. Student 2: _____ Issue: _____ Date: _____
3. Student 3: _____ Issue: _____ Date: _____
4. Student 4: _____ Issue: _____ Date: _____
5. Student 5: _____ Issue: _____ Date: _____
6. Student 6: _____ Issue: _____ Date: _____
7. Student 7: _____ Issue: _____ Date: _____
8. Student 8: _____ Issue: _____ Date: _____
9. Student 9: _____ Issue: _____ Date: _____
10. Student 10: _____ Issue: _____ Date: _____

VII. M.E.A.S.U.R.E.

1. Topic: _____ Date Completed: _____

Field Experience Assignments

I. Classroom Guidance/Small Group Counseling Activity *Format*

15. Name of Activity
16. Goal/Purpose of the Activity – use ASCA standards
17. Competencies – use ASCA competencies
18. Learning Objectives – use ASCA Competencies *indicators* (minimum of three) – address one in each of the following:
 - a. Cognitive Domain
 - b. Affective Domain
 - c. Psychomotor-Behavioral Domain
19. Georgia QCCs/ Performance Standards *see* -
<http://www.georgiastandards.org/index.aspx?PageReq=GSOQCC>
20. Developmental/Grade Level
21. Integration Suggestion (how can you *integrate* the activity into the classroom academic curriculum)
22. Inclusion/Diversity/Advocacy (how did you give attention to students with special needs?)
23. Development Learning Activity (identify the diversity/advocacy and inclusion issues)
 - a. Introduction
 - b. Activity
 - c. Conclusion
24. Evaluation (demonstrate the goals/objectives stated above)
25. Resources Needed (include a copy of any materials needed)
26. Pre/Post Test used (should address the learning objectives stated above)
27. Time Needed
28. Analysis of Results
 - a. Include Charts
 - b. Must include a reflection on the changes you could make to improve the results.
29. Summary

Case Study Presentation *Format*

Instructions

If you are completing your field experience in two semesters, you will write two case studies: one each semester. For your case study, you will focus on one that addresses a **career issue** and one that addresses a **personal/social issue** with each issue being directly related or linked to the *student's academic development and/or success*. If you are completing your field experience in one semester, you will write only one case study focusing on one of those explained above. The following information will be submitted in writing to the course instructor and presented to the class in a PowerPoint presentation.

*Please note that the career case study must include a **career transition plan** for the student.*

14. Session Plan
15. Career Transition Plan (if applicable)
16. Pretest information and Results
17. Identifying Data
 - a. age
 - b. grade
 - c. gender
18. Presenting Problem (including who referred the child)
19. Relevant History
 - a. family/friends
 - b. school/academic (including grades)
 - c. assessment/testing
 - d. summary of previous counseling (if applicable)
20. Sources of Support
21. Student's Strengths
22. Brief Summary of the Interventions Utilized including the steps taken using an appropriate counseling theory (Reality, Solution Focus Brief, Adlerian, etc)
 - a. issues worked on
 - b. goals for the session(s)
 - c. whether goals were achieved
 - d. goals for next session
23. Post- test Results
24. Questions you have about the case (minimum of three questions)
25. Personal thoughts, feelings you have about the experience (about yourself as a counselor, student, presenting issue, etc.)
26. Feedback from class

Note

All students will provide feedback on the case.

The case study **MUST** be ***uploaded in to LiveText*** prior to your class presentation.

Information to include on the Pre and Post Tests

5. grade level
6. age
7. gender
8. ethnicity

Career Transition Plan *Format*

- XIII. Student Name (fictitious), gender, age, ethnicity
- XIV. Grade level
- XV. School Name
- XVI. History of academic counseling (include any assessment taken along with the results, a brief history of academic performance up to date).
- XVII. History of career counseling (include any assessment taken along with the results).
- XVIII. Identify the career development competencies as stated in the ASCA National Model that the student is expected to accomplish (identify at least three).
- XIX. List or have student list the current career goals and interests.
- XX. List or have student list the academic subjects they will need to realize their career goal/s, when were they taken or will be taken and the grade obtained.
- XXI. Give a description of the counseling activity done during the session/s. You MUST use GACollege411 as one of your interventions.
- XXII. Include any and all writing assignments done relating to career interest/goals (ex. Essay, job letter, resume, college application letter, etc.).
- XXIII. Include student's immediate and future plans (ex. This week, next year, in 3 years, in 5 years, in 10 years). These plans should include postsecondary tasks to accomplish (such as college application, job application, resume, scholarship application, exams, etc.)
- XXIV. Summarize the experience by including the school counselor's (intern) perception of the career counseling session/s and of the student's progress (include academics as well) towards achieving the career goals.

M.E.A.S.U.R.E. Plan Format

Using the M.E.A.S.U.R.E. concept, each intern will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class to demonstrate competence.

Step I

M – Mission

- *Connect your plan to the school's mission.*

Step II

E – Element

- *Examine the school data and determine what critical data element you want to impact. What is the baseline data, and where do you hope to move it (i.e., your goal)?*

Step III

A – Analyze

- *Conduct an analysis of the school data by aggregating and disaggregating the data (by grade level, gender, ethnicity, SES, etc.). Use raw scores, percentages, graphs, charts, etc.*

Step IV

S – U – Stakeholders-Unite

- *Identify who are the stakeholders that will help you address the movement of critical element you proposed in Step II. (e.g., teachers, parents, students, administrator, community partners, etc.).*

After this step and before the next step, you will design and implement your intervention based on Steps I – IV.

Step V

R – Results

- *After implementing your intervention examine the results and restate your baseline data. State where your data are now and whether you met your goal or not. Use percentages, graphs, charts, etc. to show your results.*

Step VI

E – Educate

- *State how your intervention and results have contributed to the school's mission and to systemic change in your school.*

APPENDIX C

References for the Profession of School Counseling





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



ASCA National Model
The American School Counselor Association

2. <http://www.ascanationalmodel.org/>

3. ASCA Ethical Standards for School Counselors:

<http://asca2.timberlakepublishing.com//files/EthicalStandards2010.pdf>



4. <http://www.gaschoolcounselors.com/>



5. http://www.gadoe.org/ci_cta.aspx?PageReq=CICTALearningGuidance



Georgia Professional Standards Commission

6. <http://www.gapsc.com/>

7. Georgia Educators Code of Ethics: <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

