



Professional School Counseling
FIELD PLACEMENT MANUAL
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Department of Human Development and Psychological Counseling (HPC)

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HPC 5900 PRACTICUM IN COUNSELING

and

HPC 6900 INTERNSHIP IN PROFESSIONAL SCHOOL COUNSELING

This manual is designed to serve as a guide for the graduate practicum and internship in Professional School Counseling (PSC). It provides information for graduate faculty, on-site supervisors, and graduate students in PSC. The PSC Field Experience Manual outlines roles and responsibilities, expectations, evaluation criteria, and general policies. Supplemental material is included for the professional benefit of the practicum/intern student and to enhance the practice in the field.

NOTE: Students are required to carry professional liability insurance prior to the beginning of practicum. Students must complete the ASU Contract to register for the course, which will activate the mandatory professional liability insurance coverage. There is an additional fee for this coverage that will be charged to the student's account. Information regarding additional insurance offered through ACA or ASCA is available in the departmental office. Students also need to have been cleared by the ASU Criminal Background Check (CBC) (and/or additional clearance required by individual counties) AND provide documentation of a recent TB test.

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CACREP Standards

Appalachian State University's master's degree in Counseling has been accredited in Professional School Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; <http://www.cacrep.org/>) since 1983 and is accredited through 2023. Thus, the requirements for both practicum and internship in Professional School Counseling (PSC) meet the Professional School Counseling standards as set forth by CACREP and the North Carolina Board of Licensed Professional Counselors. This manual will take effect for all students beginning January 1, 2016.

Professional School Counseling Faculty

Elizabeth Graves (PhD, LPCS)

Assistant professor and director of the PSC program. She received her doctorate from UNC Greensboro in Counselor Education and Supervision. She has 15 years combined experience in public schools and mental health. Her research interests include resilience to childhood trauma, sexual abuse resilience in males, and factors which increase positive health behavior change in kids/clients.

Jill Van Horne (PhD, LPC, RPT, EAP)

Assistant professor and Field Experience Coordinator. She received her PhD in Counseling from UNC Charlotte with a certificate in play therapy and has 16 years of combined school counseling and clinical mental health counseling experience. She is a Registered Play Therapist as well as an Equine Assisted Psychotherapist.

Glenda Johnson (PhD, LPC)

Assistant professor in the PSC program, she has worked in the state of Texas as a school counselor for 17 years, teacher of students who are deaf or hard-of-hearing for 7 years, and part-time LPC for 3.5 years. Her research interests include the counseling needs of students at-risk of dropping out of high school and mentoring needs of new counselors.

On-Line Resources Critical to Practicum, Internship, DPI Licensure, & LPC Licensure

ACA Membership Information www.counseling.org

ASCA Membership Information www.schoolcounselor.org

NCCA Membership Information www.nccounseling.org

NCSCA Membership Information www.ncschoolcounselor.org

Public Schools of North Carolina www.dpi.state.nc.us

North Carolina Board for Licensed Professional Counselors www.ncblpc.org/

National Board for Certified Counselors www.nbcc.org

National Board for Professional Teaching Standards www.nbpts.org

PSC FIELD EXPERIENCE PROCEDURE FOR PSC COUNSELING STUDENTS

Students are responsible for finding three (3) sites that match their interests. Faculty will work with students to find the best fit. Available resources are located with the PSC Field Experience Coordinator.

PSC Field Experience Applicant Process

PSC students must send the Field Experience Coordinator a list of three schools they believe may be a good match. Information to include: (a). school name (b). school address (c). principal's name (d). School phone number and fax (e). school counselor's name (f). school counselor's email address and phone number (if different from school number) (g). your name (h). your email address (i). your phone number. Please watch your e-mail for information pertaining to your practicum/ internship experience. The various dates for tasks and deadlines changes each semester due to the university process. You will be notified when a site has been secured for you. *Students are **NOT** to contact the site until notified by the Field Experience Coordinator. Any student counselor who does not follow this protocol is in violation of departmental policies, school district policies, and may forfeit their placement. As a result, the practicum/internship course may be delayed a semester.*

During the semester that precedes your practicum/internship experience, you will first need to turn in your Permission to Register form to the Field Experience Coordinator. After a site is chosen for you, you will interview with your potential site supervisor and assess for goodness of fit. If the placement is a mutual agreement please return the following to the Field Experience Coordinator: (a) Contract signed by you and site supervisor (b) Pre-Site Selection form, (c) the Site Agreement form, (d) the student's completed self-assessment CCS-R (pre-placement assessment), (e) Supervisor credentials and proof of site supervisor training in Supervision.

Searching for Site Time

Because the contract is processed by four departments, it can take two to four weeks before you are enrolled. If you are looking for Fall Semester enrollment, you will be asked to determine placement early in your preceding Spring Semester, in order to be certain you are enrolled in time. If you are not enrolled before classes start in the semester you wish to take HPC 5900 or HPC 6900, you will need to wait until the next semester to take either HPC 5900 or HPC 6900.

PRACTICUM

GENERAL DESCRIPTION

HPC 5900 is the initial field experience required of all graduate students in school counseling. The graduate practicum involves an average of 8-10 hours per week, for the semester placement in a public school system. Supervision is provided by an on-site supervisor and a university supervisor. The practicum requires a minimum of 100 clock hours, of which 60 must be in direct services including individual, group, and family counseling.

ASCA's description of direct services includes: In-person interactions between school counselors and students and include the following: school counseling core curriculum, individual student planning, responsive services. Indirect student services are provided on behalf of students as a result of the school counselor's interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators, and community organizations.
(www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf)

School counselors need a broad background of knowledge, skills, and abilities if they are to function effectively. These cognitive and personal aspects, however, need to become interwoven with practical experiences. The practicum provides an opportunity for actual on-the-job exposure to the general functions of professional school counselors. The practicum provides a curricular experience that focuses on the development of individual and group counseling skills.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP; www.cacrep.org) guidelines for the development of experience in individual and group work skills include the following:

- ~Experience in individual and group interactions (at least one fourth of the direct service hours should be in group work);
- ~Opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographics diversity of their community;
- ~Familiarizing students with a variety of professional activities other than direct service;
- ~Use of a variety of professional resources such as assessment instruments, inventories, computers, professional literature and research.

The phases of practicum from a developmental perspective can be identified as follows:

- Movement is directional and hierarchical.
- Early learning in the program establishes a foundation (knowledge base) for later development in the program (applied skills).
- Differentiation occurs with new learning.
- Learning proceeds from the more simplistic and straight-forward (content) toward the more complex and subtle (process).
- Separation and individuation can be observed.
- The learning process leads to progressively more independent and separate functioning on the part of the counselor.

The role of the practicum student is to obtain practice in counseling or psychotherapy in the manner in which it is provided in the school setting. The role of the student counselor is to develop his or her own abilities in counseling practice. In that regard, practicum facilitates an understanding of one's self, one's biases, and one's impact upon others.

OBJECTIVES FOR PRACTICUM

The primary focus of practicum is on developing counseling skills and developing a personal style. Individual counseling and group work are required and other activities may include the following:

- Consultation
- Professional team collaboration
- Case conferences or staff meetings
- Referrals
- Psycho-educational activities
- Parent conferences
- Individual supervision
- Group or peer supervision

PREREQUISITES FOR PRACTICUM

Prior to registering for HPC 5900 students in Professional School Counseling will have:

- completed HPC 5220 Counseling Theories and Techniques, HPC 5310 Introduction to Professional School Counseling, and HPC 5790 Group Methods and Processes, or have special permission from the PSC Program Committee;
- maintained the minimum cumulative GPA of 3.0 required by the Graduate School;
 - The site and site supervisor have been chosen and approved by the PSC Field Placement Coordinator and all necessary documentation have been completed. Site supervisors have been appropriately trained to be a site supervisor;
- completed the Permission to Take Internship/Practicum Form, including approval by the advisor and department chair, submitted all necessary criminal background checks, TB exam results, and a completed ASU Contract. (Note: any student not passing the background checks needs to complete the ASU, RCOE, and HPC processes to determine if they can continue in the field placement at all, and if so, when.)

• NOTE: With regard to Prac/Internship Site Placements, students must submit to program faculty for potential placement only those sites meeting the following criteria:
a. sites within a 2 hour driving radius of Appalachian State University's Boone campus
b. sites that allow the student to be physically present for all university supervision meetings that occur in the semester.

EXPECTATIONS OF PRACTICUM STUDENTS

Graduate practicum students are expected to:

- spend a full semester (no less than one full day per week) engaging in appropriate activities which allow objectives of the practicum to be met. This includes individual counseling, small group counseling, consultation, coordination, and referral services;
- satisfactorily meet all the Counseling Competency Scales –Revised (CCSR) (outlined in the Field Manual and syllabus) both at the school site and in the academic setting as defined by a score of two (2) on each of the criteria;
- become familiar with the policies and procedures of the placement school and county system – and comply with those policies for the duration of the field experience placement (e.g., use of regulated substances, dress codes, professional behaviors, matters pertaining to religion/spirituality, etc.);
- maintain a log listing all activities over the course of the semester;
- schedule regular evaluation appointments with the on-site supervisor to discuss progress in learning/skill development. A minimum of one hour per week of site supervision is required;

- complete all practicum attendance requirements and participate in cohort discussions.

Note: students not complying with or meeting the expectations of the field experience may be dismissed from the field experience course and site without advanced notice.

FIELD EXPERIENCE APPLICATION FOR PSC

Students are responsible to monitor their Appalachian State University e-mail for important announcements, one such announcement is the *Request for Field Experience Application*. This announcement will occur via the PSC list-serve during the semester. Because of the university scheduling process the announcement, times vary. Note that you will need to apply for HPC 5900 and HPC 6900 the semester or two before you plan to enroll. This applicant process occurs each time you plan to enroll in either HPC 5900 or HPC 6900.

A completed applicant will be given to the Field Experience Coordinator when requested.

The applicant includes;

- (a) Permission to register form
- (b) The ASU Internship Contract form,
- (c) the Pre-Site Selection form
- (d) Site Agreement form,
- (e) Proof of CBC
- (f) Proof of TB test
- (g) supervisor credentials if not already on file.

INTERNSHIP

GENERAL DESCRIPTION

Graduate intern students in the Professional School Counseling Program at Appalachian State University are enrolled in a 60-hour master's program. They have completed all or the majority of their coursework prior to registering for the graduate level internship field experience. During this one (on occasion two) semester placement, graduate interns function as contributing members of the counseling department of the school in which they are placed.

HPC 6900 is the primary field experience required of all graduate students in school counseling. The graduate internship involves a full-time (40 hours/week average), semester placement in the public school system. Students take the internship at the end of their graduate program. Supervision is provided by an on-site supervisor and the university supervisor. The internship requires a minimum of 600 clock hours, of which 360 must be in direct services (e.g., individual, group, classroom guidance, etc.) School counselors need a broad background of knowledge, skills, and abilities if they are to function effectively. These cognitive and personal aspects, however, need to become interwoven with practical experiences. The internship in Professional School Counseling (PSC) provides an opportunity for actual on-the-job exposure to specific functions of school counselors. Internship students function as educational decision-makers as they become actively involved in the implementation of comprehensive developmental school counseling programs. A comprehensive developmental model includes functions related to counseling, consultation, and coordination.

OBJECTIVES FOR INTERNSHIP: The internship provides students opportunities to:

- receive practical experience in providing comprehensive guidance and counseling services in culturally diverse and dynamic school settings;
- analyze and improve communication and counseling skills;
- receive feedback from the supervisors and others to assist in improving communication & skills
- learn methods for conducting a needs assessment survey for a school population and how to evaluate the effectiveness of school counseling programs;
- learn how to plan and use effective time management skills as a counselor in a school setting;
- identify specific areas of need; plan, facilitate, evaluate small group counseling interventions;
- plan, coordinate, and facilitate developmentally appropriate classroom guidance activities;
- document computer technology skills by developing a professional portfolio;
- learn appropriate methods of interpreting test data to assist teachers, parents, and students;

- establish and develop a networking system among school personnel, parents, students, and community resource providers;
- become familiar with literature from the American School Counselors Association, North Carolina School Counselors Association, and the State Department of Public Instruction to ensure that goals, objectives, and activities of the counselor are consistent with those recommended by these professional organizations; and,
- abide by the ethical standards of the ACA and ASCA.

PREREQUISITES FOR INTERNSHIP

Prior to registering for HPC 6900 Professional School Counseling Internship students will have:

- completed all coursework or have special permission from the PSC Program Committee;
- filed all necessary forms in the Graduate School (i.e., up-to-date Program of Study)
- maintained the minimum cumulative 3.0 GPA required by the Graduate School;
- satisfactorily met all the CCS-R (outlined in the Field Manual and syllabus) both at the school site and in the academic setting as defined by a score of three (3) on each of the criteria;
- the site and site supervisor have been chosen and approved by the PSC Field Experience Coordinator and all necessary documentation has been completed. Site supervisors have been appropriately trained to be a site supervisor.
- completed the Permission to Register in Practicum/Internship Form and been approved by the advisor and department chair as per signatures; will have submitted and passed all necessary criminal background checks and TB exams; will have completed and filed a valid ASU Contract. (Note: any student not passing the background checks needs to complete the ASU, RCOE, and HPC processes to determine if they can continue in the field placement at all, and if so, when.)
- NOTE: With regard to Prac/Internship Site Placements, students must submit to program faculty for potential placement only those sites meeting the following criteria:
 - a. sites within a 2 hour driving radius of Appalachian State University's Boone campus
 - b. sites that allow the student to be physically present for all university supervision meetings that occur in the semester.

EXPECTATIONS FOR INTERNSHIP

Graduate Internship students are expected to:

- spend a full semester engaging in appropriate activities, which allow objectives of the internship to be met. This includes individual counseling, small group counseling, classroom presentations or activities, consultation, coordination, in-service, appraisal, and referral;
- satisfactorily meet the CCS-R requirements (outlined in the Field Manual & syllabus) both at the school site and academic setting as defined by a score of 2 on all criteria;
- have the opportunity to visit and observe one other school counseling program to determine how services are provided;
- maintain a log listing all activities over the course of the semester;
- schedule regular appointments with the On-Site Supervisor to discuss progress. A minimum of one hour per week of individual supervision is required;
- schedule an on-site visit by the University Supervisor;
- complete all internship attendance requirements and participate in cohort discussions;
- compile a portfolio of lesson plans, samples and summaries of student evaluations from classroom presentations/activities and small group sessions;
- have the opportunity to develop a professional portfolio utilizing on-line technology;
- schedule individual conferences at the end of the semester with both the On-Site Supervisor and the University Supervisor. Be prepared to analyze and discuss your strengths and weaknesses as a school counselor and to evaluate the internship experience. Present your professional portfolio, which includes a log of activities, experiences, resources, and evaluations;
- become familiar with the policies and procedures of the placement school and county system – and comply with those policies for the duration of the field experience placement (e.g., use of regulated substances, dress codes, professional behaviors, matters pertaining to religion, etc.).

Note: students not complying with or meeting the expectations of the field experience may be dismissed from the field experience course and site without advanced notice.

Job Opportunities: Occasionally, students will have an opportunity to accept a paid position, as a provisional hire, in another location or at a different site school. There are professional guidelines regarding such situations that you will need to consider. First, please be in close communication with your advisor and internship/practicum supervisors regarding your situation throughout the entire process. Remember that you have signed a formal contract with the site school where ASU placed you

and that your site supervisor has invested a lot of time and energy into your training and/or preparing for that training. Your ability to accept a position depends on:

- 1. Site school's willingness to release you without prejudice from your field responsibilities,*
- 2. Your new school placement must meet PSC field placement site requirements,*
- 3. You must receive the approval of your advisor and practicum/internship supervisors.*

*****At all times, we expect you to communicate any changes in your situation in an open, respectful, honest, and professional manner. *****

ASU / PSC PROGRAM ROLE EXPECTATIONS FOR FIELD PLACEMENT PARTIES

PSC IN-TRAINING'S RESPONSIBILITIES AND EXPECTATIONS DURING THE FIELD EXPERIENCE

The field experience (ie. Professional practice), includes HPC 5900 Practicum in Counseling and 6900 Internship in Counseling. These provide the opportunity of application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to work with students in schools, families, and the communities who represent the ethnic and demographic diversity of their community.

- (1) Follow the procedures and policies for registrations for HPC 5900 and HPC 6900 each semester;
- (2) complete the registration process and all necessary forms according to the PSC Field Experience Manual by deadlines provided by faculty (including but not limited to the Criminal Background Check (CBC);
- (3) attend all meetings, orientations, seminars, and other events related to HPC 5900 or HPC 6900 in accordance with the PSC program at ASU and/or your contracted site;
- (4) conduct yourself as a professional on-site and off site recognizing that professional behavior and professional disposition are evaluated as a part of counselor competency;
- (5) follow the American Counseling Association (ACA) Code of Ethics;
- (6) *It is recommended, but not required, that you secure additional insurance ie. ACA, HPSO, etc.;
- (7) buy an audio or video recorder to present raw data. Cell phones, iPads/tablets, or other devices with internet capabilities are not to be used for recording purposes as they are not secure devices that meet HIPPA requirements;
- (8) when recorded material has served its purpose, the student will see that and ensure all data is permanently destroyed;
- (9) complete all direct and indirect hours as established in the PSC Field Experience Manual within the allotted semester. NOTE: Extra hours accrued may not be rolled over to the following semester, nor, can they be used for extra supervised practice hours on the LPC application;
- (10.) be open to feedback from supervisors and peers.
- (11.) provide feedback to supervisors and peers.
understand the grade for either 5900 or 6900 is Pass or Fail. You must meet the requirements, adhere to ACA code of ethics, have satisfactory or above at midterm, and final evaluations from all evaluators (student self-evaluation, site- supervisor evaluation, university evaluation, and student evaluation of PSC In- Training) all meet the Pass standards as stated in the syllabus;
- (12.)develop individual goals with site supervisor and university supervisor which can include but not limited to counseling activities, professional development, and professional disposition at the onset of the semester which will be evaluated on regularly and consistent bases;
- (13.)immediately notify both your site supervisor and university supervisor and Field Experience Coordinator if you have committed any code of ethics violations;
- (14.)immediately notify both your university supervisor and Field Experience Coordinator if you want to prematurely terminate your relationship with your site or change sites (this process has an established protocol and must be followed);
- (15.)immediately notify university supervisor and Field Experience Coordinator of any concerns with the site supervisor;

(16.) immediately notify Field Experience Coordinator of any concerns with your university supervisor.

SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES

Supervision is an important part of the training process for both HPC 5900 and HPC 6900. In both Practicum Counseling and Internship in PSC, students will receive individual/triadic supervision once a week from an on-site supervisor (the supervisor of record with PSC) for 15 weeks. They will receive, on average, 1 ½ to 3 hours, of group supervision from the university supervisor. Also, they will receive, on average, 1 hr. of individual/triadic supervision a week from the university supervisor. Because of the importance of supervision, certain qualifications and responsibilities are required of both the on-site supervisor and the university supervisor. Students also have specific responsibilities to the site, on-site-supervisor, clients, PSC, and university supervisor, which can be located elsewhere in this manual.

SUPERVISOR QUALIFICATIONS

University Supervisors must have:

1. relevant experience.
2. professional credentials.
3. counseling supervision training and experience.

Students serving as practicum/internship supervisors must:

1. have completed CACREP entry-level counseling degree requirements.
2. have completed or be receiving preparation in counseling supervision.
3. be under supervision from counselor education program faculty.

On-Site Supervisors must have:

1. a minimum of a master's degree, preferably in counseling, or a related profession.
2. relevant certifications and/or licenses.
3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
4. knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. relevant training in counseling supervision.

ON-SITE SUPERVISOR

The On-Site Supervisor is the person most directly involved with the day-to-day experiences of the intern/practicum student and is responsible for the individual supervision of the school counseling internship/practicum student. On-site supervisors must be fully licensed school counselors and have two full years of school counseling experience.

EXPECTATIONS

The On-Site Supervisor is expected to:

SITE SUPERVISOR ROLE section of the contract that states they are our partners in gatekeeping and in preparing students for the field and so it is their DUTY to let us know of concerns the moment they arise.

- assist the graduate intern/practicum student in fulfilling the requirements of the internship/practicum;
- support the professional development of the graduate intern/practicum student;
- provide one hour of individual supervision per week;
- provide on-going feedback to the graduate intern/practicum student;
- notify the University Supervisor of any concerns or problems; and,
- provide feedback to the University Supervisor to assist in the final evaluation and recommendation for licensure process.

UNIVERSITY SUPERVISOR

The University Supervisor coordinates the practicum/internship field experiences offered to graduate students in school counseling and is responsible for providing an average of 1½ hours week of group supervision. The supervisor is a faculty member in the Department of Human Development and Psychological Counseling and has had extensive training in counselor supervision and experience in school counseling.

EXPECTATIONS

The University Supervisor is expected to:

- coordinate placements of school counseling practicum/internship students in appropriate settings;
- assist the graduate intern/practicum student in fulfilling the requirements of the practicum/internship;
- support and facilitate the professional development of the practicum/internship student;

- provide regular group supervision averaging 1.5 hours a week;

Provide individual/ triadic supervision- one (1) hour per week;

- determine the content and instructional approaches to be used in group supervision based on the needs of the group;
- serve as a liaison with personnel in the public schools, and have bi-weekly consultations with the On-Site Supervisor and;
- provide on-going feedback to the graduate intern/practicum student;
- complete a summative evaluation of graduate intern/practicum student using multiple sources of input including feedback from the On-Site Supervisor; and,
- make recommendations concerning licensure of the graduate intern/practicum student.

GUIDELINES FOR INDIVIDUAL SUPERVISION

Graduate practicum/internship students are responsible for scheduling a minimum of one hour per week of individual supervision. This one-to-one supervision will primarily occur with the On-Site Supervisor. The practicum/internship student may, however, also schedule individual supervision sessions with the University Supervisor. The purpose of the supervision is to provide support and direction for the professional development of the intern/practicum students as they become fully engaged in school counseling functions.

Individual supervision may include provision of assistance with:

- case conceptualization and management
- cognitive counseling skills
- interpersonal skills
- consultation skills
- program planning and coordination
- classroom presentation/activities resources and feedback
- legal and ethical issues
- goal setting
- priority setting
- time management

- student assessment

- professional resources

- referral networks - process and procedures

- child and adolescent development

- individual and cultural differences

- school system - structure and organization

- appropriate school counselor roles and program functions

The supervisory interventions may be based on self-report of the intern/practicum student, the use of audio and/or videotapes, modeling, role-play, co-counseling, and/or direct observation.

GUIDELINES FOR GROUP SUPERVISION

Group supervision with the University Supervisor will occur in regularly scheduled sessions over the course of the semester averaging 1.5 hours a week. Content and instructional approaches will be determined by the needs of the group. The seminars will provide opportunities for:

- case presentations

- discussions of program issues

- didactic information

- clarification of appropriate counselor roles

- peer and supervisor feedback and support

- resource sharing

- legal and ethical considerations and concerns

- role-plays/scenarios

- review of audio and videotapes

- didactic presentations

- experiential activities

TO REQUEST AN ASU CRIMINAL BACKGROUND CHECK (CBC)

1. Login to Banner Self Service – bannerweb.appstate.edu
2. Go to the “Student” tab
3. Click the “RCOE Student Services” link
4. Click the “Criminal Background Check Request” link
5. Complete the information. Read carefully and complete all required fields
6. Click Submit
 - a. after clicking submit you will receive an email to your appstate email account from Certiphi.com with instructions on how to complete the background check process.

Protocol for Premature Termination of a Site Experience

In accordance with the ethical codes of the American Counseling Association (ACA), it is unethical to prematurely terminate a practicum or internship (except in rare cases where there is a threat of physical harm to the student) without appropriate protocol and consultation. Thus, a practicum or internship student is not permitted to simply terminate a practicum or internship experience prematurely without first meeting with the university and site supervisor. In the event that a practicum or internship student has to prematurely terminate the practicum or internship for **any reason**, the following protocol is to be followed:

1. The practicum/internship student first will immediately contact the university supervisor via phone, email, or in person of the decision to terminate the practicum or internship **before** notifying the site supervisor.
2. The practicum/internship student will meet personally with the university supervisor to explain and discuss the circumstances for prematurely terminating the practicum or internship.
3. The practicum/internship student and the university supervisor will then meet personally with the Professional School Counseling Program Coordinator, and any other necessary program faculty or university officials, to discuss the circumstances of the termination and the appropriate termination process.
4. The practicum/internship student and university supervisor will then schedule a personal meeting with the site supervisor, and any other university and/or agency/school officials, to discuss the termination and provision of clients being seen by the practicum or internship student.
5. The practicum/internship student and university supervisor will then report to the Professional School Counseling Program Coordinator in writing that all appropriate measures have been taken.

Any student counselor who does not follow this protocol is in violation of departmental policies as outlined in this manual, as well as in violation of the ethical codes set forth by the American Counseling Association. Consequently, a recommendation for expulsion from the Professional School Counseling Program may be warranted.

PROFESSIONAL DEVELOPMENT PLAN FOR PSC FIELD EXPERIENCE

Purpose

The Professional Development Plan for the professional School Counseling Courses (HPC 5900 Practicum in Counseling and HPC 6900 Internship in PSC) is designed to establish developmentally appropriate goals for students by providing clear and transparent expectations for each student's counseling skills, professional development, and professional disposition related to his/her clinical field experience. In addition, the PDP will foster clear and transparent evaluation for students' progress or need for remediation related to their clinical field experiences. These plans will be shared among PSC faculty, university supervisors, as well as site-supervisors.

At the beginning of each semester that a student is enrolled in HPC 5900 or HPC 6900, the student will develop a PDP with goals and objectives that are focused on his/her clinical skills, professional behavior, and professional disposition for that semester. Each plan is developed by the student in collaboration with his/her program advisor, in consultation with the student's university supervisor, and/or PSC Field Experience Coordinator, and/or site supervisor and/or university advisor.

Each semester the student's site supervisor has the option to develop a separate PDP that is related to his/her evaluation of the student's skills, professional behaviors, and professional disposition. If the student and the site supervisor develop a separate PDP, it will be shared with the university supervisor of the course and also, as necessary, with the PSC Field Experience Coordinator and/or PSC faculty.

Each student's progress on his/her PDP will be re-evaluated throughout the semester with informal and formal evaluations. The student and university supervisor will conduct formal assessments of the student's progress on the PDP at least three times in a semester: at the beginning, middle, and end of the semester. Site supervisors will conduct formal assessment of the student's progress on the PDP at least twice, at the middle and the end of each semester. using the CCS-R. Site supervisors have the right to use additional site related evaluations to determine their evaluation of the student. Informal evaluation happens in each supervision session by the supervisor in attendance (i.e. either university supervisor or site supervisor).

HPC 5900 PDP

The PDP for each student planning to enroll in HPC 5900 is developed after the student has completed the following course prerequisites: HPC 5790, HPC 5220, HPC 5310, HPC 5220, HPC 5225 and it must be developed prior to the third week of HPC 5900. The goals and objectives for this course's PDP are considered after reviewing the student's learning outcome assessments (CCS-R) and in collaboration with the student, the student's program advisor, and/or university supervisor. A copy of the PDP is shared with the PSC Field Experience Coordinator and, as necessary, with the site supervisor.

HPC 6900 PDP

The PDP for HPC 6900 Internship in PSC is designed to move students from basic to more complex skills. In addition, students' professional behavior and professional disposition are expected to continue to develop, thereby preparing each student to evolve into professional school counselors. The goal is for you to have the skills, professional behavior, and disposition of a PSC prior to completing your 6 credit

hours of HPC 6900. The student's progress on the PDP for HPC 6900 will be reviewed throughout the 6 credit hours and will change as the student successfully achieves stated goals.

Prior to being enrolled in HPC 6900, students must have successfully completed their goals and objective on their PDP for HPC 5900. If your goals and objectives on your PDP in HPC 5900 were not successfully completed, you will have a remediation plan developed or you will be asked to repeat HPC 5900. Students who do not successfully complete their goals and objectives on the PDP after each semester they are enrolled in HPC 6900 risk having to withdraw for that semester and repeat the course, or fail the course and thereby be terminated from the program, as discussed in the PSC Student Manual.

SECURITY OF CLIENT/STUDENT DATA FOR FIELD EXPERIENCE

As a student counselor in training in a professional training program that follows federal privacy laws, state privacy laws, and ACA code of ethics the following conduct and protocol applies. All students are required to be aware of and follow federal, state, site, and ACA code of ethics policies for handling of confidential client/student records and data. Including the activity of recording sessions and then using this recording for supervision. Students are assured that their site agrees to audio/video record prior to the recording occurring. Each client and parent/guardian must specifically give a two part permission (1) permission to be recorded and (2) for that recording to be used in supervision.

All data and discussion, including the recording itself, are strictly confidential and permission must be received prior to the session being recorded. Clients may revoke permission at any time or stop the recording at any time. Cell phones or items with internet capabilities are not secure devices and *can never* be used for recording of client sessions. In addition, specific information on these requirements of protecting confidentiality and client, information is shared in courses and in specific field experiences. When student counselors do keep client data (e.g., assessments, records from observation, case notes, interviews, etc.), identifying data must be removed or all documents with identifying information must be secured in a locked box and all electronic records must be secured. Otherwise, the student has conducted an ethical violation of the client's confidentiality and this proves to be grounds for dismissal.

DESTROYING CLIENT INFORMATION AND RECORDINGS

Students have the responsibility to protect their client's information and to maintain confidentiality, including raw data (audio/video taping). That responsibility requires that all client information after being shared in supervision is immediately destroyed. Meaning all paper work with client information is to be shredded, and all tapings are to be erased, not just deleted. Because digital files can be retrieved, you must record over the previous session and/or use a software that will erase the digital files. If there is any breach of client information including but not limited to not immediately erasing audio/video tapes properly after viewing in supervision or not immediately shredding the client information after a supervision session, it will be considered an ethical violation of the client's confidentiality and grounds for dismissal.

STUDENT CONDUCT IN CLINICAL FIELD EXPERIENCE COURSES

Student in PSC Field Experience

Students enrolled in any PSC Field Experience Course agree to adhere to the PSC program Student Manual, American Counseling Association Code of Ethics <http://www.counseling.org/knowledge-center/ethics> and the State Laws of North Carolina, Licensure Laws of North Carolina Board of Licensed Professional Counselors <http://www.ncblpc.org/>. Students in the Graduate Certificate in Addiction Counseling will also abide by the North Carolina of Substance Abuse Professional Practice Board <http://www.ncsappb.org/>.

The violation of a professional code of ethics or state law or federal law or policies in the PSC Student manual or PSC Field Experience Manual is grounds for termination. All such occurrences will follow the protocol as outlined in the PSC student manual and well as in the University Student Conduct Policy.

DISABILITY POLICY FOR FIELD EXPERIENCE

Student Conduct

Students are expected to adhere to the Academic Integrity Code which states, “*Students attending Appalachian State University agree to abide by the following Code: Students will not lie, cheat, or steal to gain academic advantage. Students will oppose every instance of academic dishonesty. Students shall agree to abide by the Academic Integrity Code when submitting the admission application.*” (<http://studentconduct.appstate.edu/index.php>). **If any such violation in conduct occurs, students can expect the professor to address the violation in accordance with the procedures as outlined in the above sources.**

Disability

"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at www.ods.appstate.edu or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations." (Maranda Maxey)

For accommodations to be honored your plan with the ODS must be presented to the University Supervisor prior to starting the semester. Meaning that we (faculty) cannot accept retroactive accommodations; therefore if you have the need for accommodations please be proactive. In the case of an adjunct/instructor teaching a Field Experience Course both the instructor/adjunct and the Field Experience Coordinator for PSC will need to have your accommodation plans. Please note all accommodation plans need to adhere to CACREP standards, ACA code of ethics and NC State Licensure Laws for LPCA and LCASA.

RELIGIOUS OBSERVANCE POLICY

Field Experience Understanding

Field Experience Courses in PSC will adhere to both the ACA code of ethics, sites policy around religious observance and the university religious observance policy. If a student has a religious conflict with either observance or values/beliefs that student is expected to speak to his/her university supervisor and/or the Field Experience Coordinator, immediately. The purpose for speaking to either or both faculty members is to assist the student in addressing all three standards (e.g. ACA, site policies and the university policy).

Appalachian State University Religious Observance Policy

Students' religious observances will be respected and honored in accordance with Appalachian State University Religious Observance Policy which can be found at [http://www.academicaffairs.appstate.edu/sites/default/files/Interim%20Religious%20Observance%20 Policy.pdf](http://www.academicaffairs.appstate.edu/sites/default/files/Interim%20Religious%20Observance%20Policy.pdf). In order to honor a student's religious observance, it is necessary for the student to inform me by the second week of class any assignment, class activity, or class time that will conflict with that student's ability to observe their religious tradition, holiday, and/or activity.

GRIEVANCE PROCEDURES AND OTHER COMPLAINT PROCEDURES

Grievance on the part of any student will be processed in accordance to the PSC Student Manual, and as stated in the Appalachian State Student Manual located at <http://www.academicaffairs.appstate.edu/resources/grievance>

REMEDIATION PLAN POLICY FOR FIELD EXPERIENCE

Purpose

The procedure for a remediation plan or professional development plan as outlined in the Field Experience Manual will be adhered. If a remediation, plan is developed, that plan will be evaluated weekly and the student must complete the remediation plan prior to the end of the semester in which the remediation plan was established. If the remediation plan needs to continue into the next semester, the student may be advised to repeat either HPC 5900 or HPC 6900 with the any financial consequences at the expense of the student.

Field Experience Remediation Plan

A Remediation Plan in either HPC 5900 or HPC 6900 is to assist a student to have the opportunity to change and/or improve counseling skill, professional behavior and professional disposition. The Site Supervisor, University Supervisor, or the Field Experience Coordinator can initiate a Remediation Plan any time during the field experience for PSC. In addition, the student's Program Advisor or PSC Director may initiate a remediation plan during the Field Experience in collaboration with both the university supervisor and the Field Experience Coordinator for PSC.

Remediation plans can be established specifically for the field experience course and are based on the assessment and evaluation process of the student's competency, professional behavior, and

professional disposition through the program. The assessment and evaluations can also included and not limited to concerns of harm to self, others or sites, and/or ethical concerns. Formal remediation plans will be written and whenever possible developed in collaboration with the student and signed by all necessary parties.

Notification of Remediation Plan

The Director of PSC and Program advisor will be notified of remediation plans that has been established for a Field Experience courses, unless there is a personal matter that the student request to keep confidential. If such a request is made parties that need to know of the plan has been established will only be notified that a Remediation Plan is enacted; however, details will be withheld due to confidential nature of the personal issues. Site supervisors are notified that a remediation plan has been established when that plan directly affects the sites. The Field Experience Coordinator and the University Supervisor for that semester will always be aware of a Remediation Plan related to Field Experience courses. The Chair of HPC is also notified when necessary of any student concerns including any remediation plans.

Remediation Plan Options

On some occasions, during the Field Experience courses, a formal remediation plan will be provided to a student and is non-negotiable. When this occurs, it is under the circumstance where the student has either refused to accept supervisor evaluations or feedback regarding necessary changes that impact client well being or ethical concerns such as but not limited to impairment issues, safety issues.

It is recommended this occur when there is/are:

- (a) clear concerns are indicated with informal and formal evaluations, with a timeline for the student's deficient areas to change, or
- (b) apparent progress is limited or non-existent after evaluations, or
- (c) concerns are of an immediate nature and there is clear evidence of impairment, harm to self or others or the site (including not following agency policies), or
- (d) concern of ethical violation or student misconduct.

The following personnel will be consulted in developing the Remediation Plan: (a) the university supervisor, (b) Field Experience Coordinator, and the (c) PSC Program Director. When necessary, the HPC Chair, and/or Program Advisor will also be considered. The Remediation meeting will be established with the follow person(s): (a) the student, (b) the Field Experience Coordinator, and (c) one of the following: (i) university supervisor, or (ii) Program Advisor, or (iii) PSC Program Director or (iv) HPC Chair. Under this circumstance, the Remediation plan is pre-written, provided to each person in attendance at the meeting, and all parties are required to sign the document. The Remediation Plan will be filed in the PSC student's academic file as well as his/her Field Experience File, and a copy provided to the student.

Suspend from Counseling Activity and Field Experience Courses

The university supervisor, and/or site supervisor in consultant with the Field Experience Coordinator for PSC and PSC Program Director and HPC Department Chair can immediately withdrawal the student from the site, site activities or classroom under the following circumstance:

- (a) refuses to sign a Remediation Plan, or
- (b) if there are immediate concerns and/or clear evidence of impairment, harm to self or others or the site (including not adhering to the site policy), or

(c) concern of ethical violation or student misconduct.

Furthermore, any student will be terminated from the Field Experience Courses in the PSC program for the following reasons:

- (a) if they receive an Unsatisfactory in HPC 5900 or HPC 6900, or (b)
- (b) do not adhere to the Remediation Plan, or
- (c) do not complete the Remediation Plan in the time designated, or
- (d) cause harm to self or others or a site, or
- (e) violate student conduct and/or expelled by the university

For termination from the Field Experience Courses in the PSC program to occur the proper procedures must be adhered to as outline in the PSC student manual and Graduate School Student Manual.

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

PROFESSIONAL DEVELOPMENT PLAN (REMEDIATION)

(Adapted from the University of Cincinnati)

(Adapted from Kress, V.E. & Protivnak, J.J. (2009). Professional Development Plans to Remedy Problematic Counseling Student Behaviors. *Counselor Education and Supervision, 48*, 154-166)

Student Name: _____ Date: _____

Field Experience Coordinator _____ Date _____

Section I. Area(s) for Professional Development

It has been noted that _____ (student’s name) would benefit from professional development to remediate the following professional development issue(s):

(Areas for professional development may include progress towards degree completion, quality of foundational coursework, quality of specialization coursework, quality of clinical skill, quality of scholarly skill, cooperativeness, initiative, attendance, punctuality, dependability, empathy, acceptance of diversity, ethics, and/or professionalism.)

Section II. Professional Development Activities

For you to continue to progress toward receiving your counseling degree, the counseling faculty is collectively requiring that you engage in the following professional development activities that relate to the competencies addressed within our program’s retention policy. For each competency listed is a date by which satisfactory progress must be made and should be documented. Please consider that the information on this form will be shared with site supervisors by the faculty member(s) developing the plan with the student.

Section III. Faculty Comments:

Section IV. Student Comments:

Section VI. Commitment to Professional Development Plan

I understand and agree to all of the conditions of this document. If I do not follow through and complete all of the tasks outlined in this contract by the deadlines prescribed, I will be subject to termination from the Professional School Counseling Program.

Date

Student

Date

Faculty Representative/Program Chair

Date

Faculty Advisor



**Department of Human Development and Psychological Counseling
Professional School Counseling Program & Clinical Mental Health Counseling**

TO: Practicum and Internship Field Placement Supervisors

In accordance with the Standards published by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), we need to know what relevant training you have had in providing counseling/clinical supervision.

Please check all supervision/clinical training(s) that apply to you:

- Training provided by ASU HPC Faculty
- District Training
- Training at professional associations/conferences, such as American Counseling Association – ACA, North Carolina School Counselors Association –NCSCA, North Carolina Counseling Association –NCCA, etc.
- ASU/HPC In-Service
- Workshops/Conferences
- Coursework
- Other (please specify)

If you have not received any relevant training in supervision, please read the attached article summarizing those expectations and special considerations necessary to meet the training requirements of CACREP.

Have you now read the attached supervision article? Yes No

Article attached: Wood, C., & Dixon Rayle, A. (2006). A model of school counseling supervision: The goals, functions, roles, and systems model. *Counselor Education & Supervision*, 45, 253-266. Retrieved from: <http://aca.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,2,6;journal,15,42;linkingpublicationresults,1:112972,1;>

On-Site Supervisor Signature _____ Printed Name _____ Date _____

Field Placement Student’s Name (Printed) _____ County/System _____

Thank you again for all your support and assistance to our students.

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

INTERNSHIP / PRACTICUM CONTRACT

(Circle one)

This agreement is made this _____ day of _____, by and between the following parties: _____ (hereafter referred to as the SCHOOL), _____ (hereafter referred to as the ON-SITE SUPERVISOR), Appalachian State University (hereafter referred to as the UNIVERSITY), _____ (hereafter referred to as the UNIVERSITY SUPERVISOR), and _____ (hereafter referred to as the STUDENT). This agreement will be effective for a period from _____ to _____, 20__.

Purpose : The purpose of this agreement is to provide a qualified graduate student with an internship/practicum field experience in Professional School Counseling.

The **UNIVERSITY** shall be responsible for the following:

1. Selecting a student who has successfully completed all of the prerequisite courses.
2. Providing the SCHOOL with a Field Placement Manual that clearly delineates the responsibilities of the UNIVERSITY and the SCHOOL
3. Designating a qualified faculty member as the internship/practicum supervisor who will work with the SCHOOL in coordinating the field experience
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Ensuring that students have adequate liability insurance, have completed an ASU Criminal Background Check, and have been advised regarding TB testing
6. 6. The university supervisor will provide an average of one and one half 1½ hours per week of group supervision.

The **SCHOOL** shall be responsible for the following:

1. Provide the student with an overall orientation to the school's specific services necessary for the implementation of the field experience.
2. Designate a qualified staff member to function as supervising counselor for the student.
3. The supervising counselor will provide supervision to the student that averages 1 hour per week and have bi-weekly consultation with the university supervisor.
4. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance. (A Competency Checklist & Evaluation Form are included in Field Experiences Manual)
5. The SCHOOL will involve the student in the collection and analysis of data (i.e., needs assessment, pre/post evaluations, assessment of existing data for program planning and development).

The **STUDENT** shall be responsible for the following:

Practicum

1. Spend a full semester engaging in appropriate activities which allow objectives of the practicum to be met. This includes individual counseling, small group counseling, consultation, coordination, and referral services;
2. Become familiar with the policies and procedures of the placement school and county system – and adhere to such policies;
3. Maintain a log listing all activities over the course of the semester;
4. Schedule regular appointments with the on-site supervisor to discuss progress. A minimum of one hour per week of individual supervision is required;
5. Complete all practicum attendance requirements and participate in cohort discussions.

Internship

1. Spend a full semester engaging in appropriate activities which allow objectives of the internship to be met. This includes individual counseling, small group counseling, classroom presentations or activities, consultation, coordination, in-service, appraisal, and referral;
2. Become familiar with the policies and procedures of the placement school and county system – and adhere to such policies;
3. Have the opportunity to visit and observe one other school counseling program to determine how services are provided;
4. Maintain a log listing all activities over the course of the semester;
5. Schedule regular appointments with the On-Site Supervisor to discuss progress. A minimum of one hour per week of individual supervision is required;
6. Schedule an on-site visit by the University Supervisor;
7. Complete all internship attendance requirements and participate in cohort discussions;
8. Compile a portfolio of lesson plans, samples and summaries of student evaluations from classroom presentations/activities and small group sessions;
9. Have the opportunity to develop a professional portfolio utilizing on-line technology;
10. Schedule individual conferences at the end of the semester with both the On-Site Supervisor and the University Supervisor. Be prepared to analyze and discuss your strengths and weaknesses as a school counselor and to evaluate the internship experience. Present your professional portfolio, which should include a log of activities, experiences, resources, and evaluations.

The **ON-SITE SUPERVISOR** shall be responsible for the following:

1. Assist the graduate intern/practicum student in fulfilling the requirements of the internship/practicum;
2. Support the professional development of the graduate intern/practicum student;
3. Provide one hour of individual supervision per week;
4. Provide on-going feedback to the graduate intern/practicum student;
5. Notify the University Supervisor of any concerns or problems immediately; and,
6. Provide feedback to the University Supervisor to assist in the final evaluation and recommendation for licensure process.

The **UNIVERSITY SUPERVISOR** shall be responsible for the following:

1. Coordinate placements of school counseling practicum/internship students in appropriate settings;
2. Assist the graduate intern/practicum student in fulfilling the requirements of the practicum/internship;
3. Support and facilitate the professional development of the practicum/internship student;
4. Provide regular group supervision averaging 1.5 hours a week;
5. Determine the content and instructional approaches to be used in group supervision based on the needs of the group;
6. Serve as a liaison with personnel in the public schools, and have bi-weekly consultations with the On-Site Supervisor and;
7. Provide on-going feedback to the graduate intern/practicum student;
8. Complete a summative evaluation of graduate intern/practicum student using multiple sources of input including feedback from the On-Site Supervisor; and,
9. Make recommendations concerning licensure of the graduate intern/practicum student.

Equal Opportunity

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, language preference, immigration status, ethnic origin, age, sexual preference, ability level, gender, or creed.

Termination

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the field experience of the student whose attitude, behavior, and/or health status is deemed detrimental to the services provided to the students of the SCHOOL. Further, it has the right to terminate the use of the SCHOOL by a student, if in the opinion of the supervising counselor, such student's behavior is detrimental to the operation of the SCHOOL and/or student services. Such action will not be taken until the grievance against any student has been discussed with the student and with UNIVERSITY officials.

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

_____	_____
STUDENT	Date
_____	_____
ON-SITE SUPERVISOR at the SCHOOL	Date
_____	_____
UNIVERSITY SUPERVISOR at the UNIVERSITY	Date

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

PROFESSIONAL DEVELOPMENT PLAN...
Internship Counselor Trainee Goals

Outline your proposed field experience goals using the ASCA National Model Framework (below) by listing the activities you will complete during the internship experience.

<i>Goal Area</i>	<i>Observable Goal Statement (Activity)</i>	<i>Date Accomplished</i>	<i>Confirmatory Student Initials</i>
<i>Foundation</i>			
<i>Management</i>			
<i>Delivery</i>			
<i>Accountability</i>			
<i>Supervision</i>	<i>I will engage in a minimum of one hour per week of direct supervision with my site supervisor.</i>		

Counselor Trainee: _____

Date: _____

Faculty Supervisor: _____

Date: _____

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

PRE-SELECTION PLACEMENT SITE DATA SHEET

Student _____ Date _____

Name of School _____ County _____

Address _____

Telephone _____

Level _____ Student Population _____

Principal _____

On-Site Supervisor _____

Degree _____ Area _____ Years SC Experience _____

Direct Phone Line _____ Email _____

Advanced Professional Licensure (NCC, NCSC, LPC) _____

Professional Memberships (ACA, ASCA, NCSCA, NCCA) _____

Please complete the form Relevant Training in Supervision to meet CACREP training requirements.

Types of Direct Service Experience Provided

Students may be required to conduct audio/video sessions to fulfill field placement requirements. Parental permission will be obtained and a suggested permission form is included in the Field Placement Manual.

Individual counseling Yes _____ No _____

Academic advising Yes _____ No _____

Group counseling Yes _____ No _____

Classroom presentations Yes _____ No _____

Career counseling Yes _____ No _____

Consultation services Yes _____ No _____

Collaboration
(i.e., SAP/Child Study Teams) Yes _____ No _____

Parent conferences Yes _____ No _____

Family counseling Yes _____ No _____

Referral services Yes _____ No _____

Testing interpretation Yes _____ No _____

Non-Counseling Duties Involved

Scheduling Yes _____ No _____

Testing coordination Yes _____ No _____

Report writing Yes _____ No _____

Staff meetings Yes _____ No _____

Filing/record keeping Yes _____ No _____

Supervision Provided

Direct experience Yes _____ No _____

Individual supervision Yes _____ No _____

Group supervision Yes _____ No _____

Education Provided

Professional training/seminar Yes _____ No _____

In-service training Yes _____ No _____

Research opportunities Yes _____ No _____

Unique opportunities Yes _____ No _____ (Please explain)

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM
SCHOOL POPULATION DIVERSITY SURVEY

Student's Name _____ **Semester** _____

Indicate which characteristics describe the school population you have worked with during your field experience by completing the following statements.

The ages of the student populations I have worked with at my practicum/internship field experience include (Circle all that apply):

- Preschoolers aged birth through five
- Elementary school children
- Middle school students
- High school students
- Young adults aged 19 and above

The race/ethnicity of the student populations I have worked with at my practicum/internship field experience include (Circle all that apply):

- Black or African-American
- Native American (include Alaska Native and American Indian)
- Asian or Asian-American (include Pacific Islander)
- Hispanic or Latino/Latina
- European-American
- Bi-Racial
- International/Immigrant populations

3. The educational diversity of the student populations I have worked with at my practicum/internship field experience include (Circle all that apply):

- Mainstream, typically developing
- Gifted and talented
- Special education (self-contained setting)
- Special education with full inclusion
- BED
- International Students
- English Language Learners
- Restricted mobility
- Sensory difficulties (e.g. blind, deaf)
- Home based schooling

4. The family compositions of the student populations I have worked with at my practicum/internship field experience include (Circle all that apply):

- a. Traditional settings
- b. Single mothers
- c. Single fathers
- d. Multi-generational home
- e. Extended family living
- f. Gay or lesbian parent/couple
- g. Grandparents
- h. Foster care or residential placement
- i. Homeless

5. The religious orientation of the student populations I have worked with at my practicum/internship field experience include (Circle all that apply):

- a. Christian
- b. Jewish
- c. Muslim
- d. Hindu
- e. Buddhist
- f. Wiccan
- g. Mormon/Latter Day Saints
- h. Seventh Day Adventists
- i. Quaker
- j. Agnostic
- k. Atheist

6. The socio-economic status of the student populations I have worked with at my practicum/internship field experiences include (Circle all that apply):

- a. Homeless
- b. Severe poverty
- c. Working class
- d. Middle class
- e. Upper class

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

SCHOOL SCAVENGER HUNT

Name: _____

School: _____

Answer each question as it pertains to your school.

1. Who directs and coordinates counselors (at the county level) in your school system? Do counselors meet on a regular basis? Do counselors receive regular supervision, and if so, from whom?

2. Who coordinates the Student Assistance Program (or its equivalent) in your school?

3. Who is the 504 coordinator at your school?

4. Who is the school psychologist for your school? How many hours of service is provided for your school?

5. In making referrals to outside agencies, who would be your contact at each of these agencies? What are the services at each location you are most likely to use? List a phone number or web address for each.

Mental Health:

Social Services:
Juvenile Courts:

6. Who is the exceptional children's teacher (or chairperson) at your school? Summarize the counselor's role in making a referral.

7. Interview your principal and summarize the policies and procedures for making an abuse report.

8. Interview the media specialist and determine what resources are available for your and student use regarding counseling related books and/or materials (bibliotherapy). Summarize your findings.

9. Locate and familiarize yourself with the NCS DPI curriculum guides in your school, particularly those regarding the counseling program goals and objectives. Where are they found?

10. Who provides health services to students in your school? How are services coordinated with local physicians? If a child is on medication, how are the medications dispensed and documented?

11. Are there any Licensed Professional Counselors (LPC) in your district? Who are they? Contact info?

12. Know where and how to access the following information; check those that you can identify.

_____ ASCA Position Statements

_____ ASCA Role Statements

_____ ASCA Ethical Guidelines

_____ ACA Ethical Guidelines

____ NCSDPI Counselor Performance Appraisal Instrument

____ Professional Development Plan

School Policies for:

____ Discipline

____ Attendance

____ Suspension/Expulsions

____ Retention

____ Parent Involvement

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

SAMPLE PARENTAL RELEASE FORM

Parent's Name _____

Address _____

Phone _____ (Home) _____ (Office)

The Graduate Department of Human Development and Psychological Counseling at Appalachian State University conducts a Counseling Practicum/Internship course each semester. The Counseling Practicum/Internship course is an advanced course in counseling required of all degree candidates in the Professional School Counseling Program at Appalachian State University. Students are required to audio and/or videotape counseling sessions as part of their course and degree requirements. The practicum/internship student receives direct supervision from an On-Site Supervisor and a University Supervisor.

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

The counseling sessions conducted with your child may be audio and/or videotaped and will be reviewed by the student's supervisor _____. All audio and videotapes made will be erased at the completion of your child's involvement in the program.

We hope that you will take the opportunity to have your child become involved in the School Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

Student Counselor's Signature _____ Date _____

Parent's signature _____ Date _____

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SAMPLE CLIENT RELEASE FORM

I, _____, agree to be counseled by a practicum/internship student in the Department of Human Development and Psychological Counseling at Appalachian State University. The practicum/internship student receives direct supervision from an on-site supervisor and a university supervisor.

I further understand that I will participate in counseling interviews that will be audiotaped, videotaped, and/or viewed by practicum students through the use of one-way observation windows.

I understand that I will be counseled by a graduate student who has completed advanced coursework in counseling/therapy.

I understand that the student will be supervised by a faculty member and an on-site supervisor.

Client's signature _____

Age _____ Date _____

Counselor's signature _____ Date _____

|

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
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INTERNSHIP SITE CONTACT SHEET

Intern Name: _____

Intern School Site Name: _____

Site Supervisor: _____

Phone Number and Email where Site Supervisor can be reached swiftly and directly: _____

Site Principal/Assistant Principal: _____

School Mailing Address: _____

School Phone Number: _____

Explicit Driving Directions to the School from RCOE: _____

Description of Site and Primary Duties of PSC Site Supervisor at School Site:

ES MS HS K-8 K-12

504 EC RTI EOG EOC

Parent Conf. GRP SSTeam

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Confidential Case Notes (example)

Student Client: (First Name or Initials) _____

Date of Session: (Day of Week, Month/Day/Year) _____

Session #: _____ Type of Session: _____

Start Time: _____ Stop Time: _____

Presenting Problem:

Referred by:

Session Goals:

Impressions / Observations:

Date and Plan for Next Meeting:

Counselor Signature: _____

University Supervisor Signature: _____

_____ Student Initials _____ Counselor Initials

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Weekly Reflection and Documentation Form for Internship

*** To be used in conjunction with "School Counseling Internship Log" (Manual)***

Name _____

Date _____

Total # of Hours for the Semester: Total _____ (Direct _____ Indirect _____)

Course Objectives Evidenced this Week in Discussion Below and in Weekly Log

(circle all that apply):

2. F. 1. h	2. F. 1. k	2. F. 1. l	2. F. 1. m	3. A	3.B	3. C	3. D	3. E	3. J	3. K
3. L	3. M	5. G. 3. a	5. G. 3. b	5. G. 3. c	5. G. 3. g	5. G. 3. i	5. G. 3. j	5. G. 3. k	5. G. 3. n	5. G. 3. o

Reflection of the Week's Activities: (activities/tasks and meaning made from experiences)

I provided one hour of supervision this week to this student intern on ___ / ___ / ___ at ___ : ___ CACREP

Content Areas addressed were (please circle one or two that were discussed):

- Individual counseling and interventions
- Diversity and advocacy
- Collaboration/consultation w/stakeholders
- Foundations/professional identity

- Research/Evaluation of program
- Student assessment
- School leadership
- Academic development

Site Supervisor Signature

Date

Student's Signature

Date

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SCHOOL COUNSELING PRACTICUM/INTERNSHIP HOURS LOG

~~SAMPLE~~

Intern's Name: _____ Date Turned In _____

Site/School Name: _____

Site Supervisor: _____

Activity	WEEK	WEEK	WEEK	WEEK	MONTHL Y TOTAL
	1	2	3	4	
	From:	From:	From:	From:	
	To:	To:	To:	To:	
Individual counseling (<i>DS</i>)					
Academic advising (<i>DS</i>)					
Group counseling (<i>DS</i>)					
Classroom presentations (<i>DS</i>)					
Career counseling (<i>DS</i>)					
Consultation services (<i>DS</i>)					
Collaboration (<i>DS</i>)					
Parent conferencing (<i>DS</i>)					
Family counseling (<i>DS</i>)					
Referral (<i>IS</i>)					
Testing (<i>IS</i>)					
Report writing (<i>IS</i>)					
Scheduling (<i>IS</i>)					
Individual Supervision (<i>IS</i>)					
Group Supervision (<i>IS</i>)					
Professional Development (<i>IS</i>)					
Weekly Total					

Clinical Summary Log
Professional School Counseling Internship

Student Name:		ASU ID:	
Track:		Degree Sought:	M.Ed/M.A
Term:		Clinical Exper:	Practicum / Internship
Site			

Site Host:		License:	
Indiv Supervisor:		License:	
Group Supervisor:		License:	

Signatures Attesting Accuracy of Information Reported

Student:		Date:	
Site Host:		Date:	
Indiv Supervisor:		Date:	
Group Supervisor:		Date:	

Timeline	Direct Client Hours					Type of Counseling			Indirect Hours					Supervision			Time Total Hours
	M	T	W	R	F	Indiv	Classr m	Group	M	T	W	R	F	Indiv	Site Group	C E G r o u p	
Week 1																	0
Week 2																	0
Week 3																	0
Week 4																	0
Week 5																	0
Week 6																	0
Week 7																	0
Week 8																	0
Week 9																	0
Week 10																	0
Week 11																	0
Week 12																	0
Week 13																	0
Week 14																	0
Week 15																	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Direct Counseling Hours						0											
Total Indirect Hours						0											
Total Supervision Hours						0											
Total Practicum / Internship Hours						0											

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GUIDELINES FOR CASE PRESENTATION AND FORMAT

(example for practicum – STANDARD for Internship)

The case presentation provides opportunities for interactive group supervision and consultation. Case presentations must include a cued audio/video tape ready to be played for the class, for about 10 to 15 minutes. Bring ***two copies one for the instructor and yourself***. You will use this form to introduce your client and assist you in discuss your case. Your introduction and review of the tape should take no more than 20 minutes- followed by 10 minutes of group discussion.

Presenting Problem:

State the client's perception of the problem, onset and durations of symptoms, durations; influence on the client, family and career. Include any related problems and circumstances.

Developmental History and Bio-psychosocial history:

Describe the developmental milestone as related to presenting problem, current developmental stage of the client and family and provide a complete bio-psychosocial of the client.

Current Environment:

Describe the individual's current circumstances, including support systems, significant relationships, career and/or school involvement, significant interests and other activities, etc. Identify the effects of racism, discrimination, sexism, power, privilege, and oppression.

Mental Health History:

Describe any current and past treatments for mental health, substance use, or co-occurring disorders. Describe any incidents of current and past aggression towards self or others. Describe current Mental Health Status.

Psychological Assessments:

Include your assessment the following; (a) signs and symptoms of the problem, signs and symptoms including onset and duration of each, (b) differentiates between diagnostic and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. (c) screening for substance abuse disorders and co-occurring disorders, (d) client's stage of dependence, change and recovery. Identify cultural bias in the implementation and interpretation of this information.

Assessment Interventions:

Describe any assessment tools you used and identify cultural bias in the implementation and interpretation considerations. Identify your own racism, discrimination, sexism, power, privilege, and oppression bias that may have influenced the assessment process.

Counseling Plan:

Describe the specific theoretical approach you are using with your client to accomplish the counseling goals. Provide treatment goals, interventions and any modifications that were made to account for the client's culture and uniqueness (i.e. diversity).

Cultural and Diversity Awareness and Adjustments:

Report the client's cultural and anything that needs to be consider supporting this client's success in treatment (diversity). Discuss how you have modified the theory, and techniques for your client's uniqueness. Indicate the research that supports this modification.

***Do not use the client's name in the case study; use initials or a fictitious name. Do not write any other identifying information, such as workplace/school, county of residence, use initials, or fictitious names.*

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CASE PRESENTATION EXAM RATING EVALUATION FORM

Bring a copy each time you present an audio/video segment.

Date of presentation: _____ ***Tape number:*** _____

Presenter's Name: _____ ***Rater's Name:*** _____

Section & Number	Skills	Met	Not Met	N/A
Section I	Micro & Relationship Building Skills Presenters has the ability to demonstrate the following to:			
1.	active attending behavior			
2.	listen to and understand nonverbal behavior			
3.	listen to what client says verbally, noticing mix of experiences behaviors, and feelings			
4.	understand accurately the client's point of view			
5.	identify themes in client's story			
6.	identify inconsistencies between client's story and reality			
7.	respond with accurate empathy			
8.	ask open-minded questions,			
9.	help clients clarify and focus			
10.	balance empathic response, clarification, and probing			
11.	assess accurately severity of client's problems			
12.	establish a collaborative working relationship with client			
13.	assess and activate client's strengths and resources in problem solving			
14.	identify and challenge unhealthy or distorted thinking or behaving			
15.	use advanced empathy to deepen client's understanding of problems and solutions			
16.	explore the counselor-client relationship			
17.	share constructively some of own experiences, behaviors, and feelings with client			
18.	summarize			
19.	share information appropriately			
20.	understand and facilitate decision making			
21.	help clients set goals and move toward action in problem solving			
22.	recognize and manage client reluctance and resistance			
23.	help clients explore consequences of the goals they set			
24.	help clients sustain actions in direction of goals			
25.	help clients review and revise or recommit to goals based on new experiences			

Section II	Procedural Skills Presenters has the ability to demonstrate the following to:	Met	Not Met	N/A
26.	open the session smoothly			
27.	collaborate with client to identify important concerns for the session			
28.	establish continuity from session to session			
29.	Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse			
30.	keep appropriate records related to counseling process			
31.	to end the session smoothly			
Section III	Diversity and Advocacy – Skills and Practices Presenters has the ability to demonstrate the following to:	Met	Not Met	N/A
32.	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients			
33.	Demonstrates the ability to modify counseling systems, theories, to make them culturally appropriate for diverse populations			
34.	Demonstrates the ability to modify counseling systems, techniques to make them culturally appropriate for diverse populations			
35.	Demonstrates the ability to modify counseling systems, interventions to make them culturally appropriate for diverse populations			
Section IV.	Assessment – Skills and Practices Presenters has the ability to demonstrate the following to:	Met	Not Met	N/A
36.	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols			
37.	conducting an intake interview, mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload			
38.	Screens for addiction, aggression, and danger to self and/or others, as well co-occurring mental disorders			

39.	assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care			
Section V.	Research and Evaluation – Skills and Practices Presenters has the ability to demonstrate the following to:	Met	Not Met	N/A
40.	Apply relevant research findings to inform the practice of clinical mental health counseling			
41.	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments			
42.	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs			

University Signature: _____ Date: _____

Student Signature: _____ Date: _____

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CASE PRESENTATION PEER EVALUATION FORM (example)

Bring a copy for each classmate each time you present an audio or video segment.

Student Name: _____ Presentation #: _____ Date: _____

Salient skills that were demonstrated in this session were:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Strengths that the student counselor demonstrated. Be specific including knowledge, skills, techniques, or creativity, etc. Each person provides two that are different from his or her peers.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Suggestions for areas to improve upon, research, or do differently with this client. Be specific: including conducting research, making referrals, gaining more supervision, skills, techniques, or creativity etc. Each person provides two that are different from his or her peers.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Any **additional** or follow-up **comments** from previous supervision: _____

Demonstrates Competency: met _____ not met _____

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PEER SITE VISIT WRITTEN REFLECTION

Name _____ **Date of Visit** _____

Name of School Site Visited _____

Name of Classmate/Peer Assigned to this School _____

Site Visit began at _____ **AM/PM and ended at** _____ **AM/PM**

Written Reflection Regarding Peer Site Visit:

Visiting Student's Signature

Date

Peer/Classmate (Home Campus) Signature

Date

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**last 10 minutes of 1st & 3rd videos*

COUNSELING SKILLS SNAPSHOT (CSS)

Name	Date	Session Title	Minutes: ___:00 – ___:00

Code	Skill Employed	Frequency & Rating									
CR	Content/Simple Reflection (Rephrase Reflection)										
RF	Reflection of Feeling										
RM	Reflection of Meaning (Cognitive Reflection)										
PM	Personalized Meaning (Complex Reflection)										
OQ	Open Question										
CQ	Closed Question										
CL	Clarification										
SUM	Summarization										
ME	Minimal Encourager										
GL	General Lead										
I	Use of Immediacy										
A	Affirmation / Support										
CH	Challenge										
SD	Self-Disclosure										
FB	Feedback										
EPE	Elicit, Provide, Elicit										
RE	Reframing										
STR	Structuring										
BR	Brainstorming										
GS	Goal-Setting										

Three Strengths in this Recording:

Three areas for growth in this Recording:**~~~WEEKLY 'PAPERWORK DUE' CHECKLIST~~~******Please present these items in order as listed to make processing go quickly**

Due Before Semester Begins:

- Digital recording device purchased, 10-15second recording sent via Hightail to University Supervisor (US) successfully
- TB Test (negative result or evidence of screening waiver) – give to US
- Permission to Register Form (give to course instructor)
- ASU Contract (two pages) (copy t to field experience coordinator, copy to course instructor, copy to SS, keep original)
- HPC Contract (two pages) (copy t to field experience coordinator, copy to course instructor, copy to SS, keep original)

Due at First Meeting:

- Site Sup. Supervision Training Form
- HPC Contract (three pages) (copy to US, copy to SS, keep original)
- Site Contact Information Sheet
- Pre-Selection Placement Data Sheet
- Learning Goals Sheet (in SMART goals format) (copy)
- School Scavenger Hunt (copy)
- Population Diversity Survey (copy)
- Weekly Log & Documentation sheets (one for each week worked) (your US will sign and return to you to file)
- Confidential Case Notes on each student/client on whom you have a treatment plan (including taped clients) (turn in copy)
- CCS-R self evaluation (this is your pre-placement assessment)
- Apply for Graduation through the ASU Graduate School website (register for the *graduate school* – not RCOE)

Due at Every Meeting:

- Weekly Log & Documentation sheets (one for each week worked) (your US will sign & return to you; you will later submit)
- Case Notes on each student/client who you have a treatment plan on (including taped clients) (turn in copy)

Due at MidTerm:

- PDP- Learning Goals (SMART Goals) update – assess accomplishment, readjust if necessary (bring copy)
- Site Supervisor Evaluation CCS-R (copy) – sit down with your SS and do this together
- Weekly Log & Documentation sheets (one for each week worked) (your US will sign and return to you)
- Case Notes on each student/client who you have a treatment plan on (including taped clients) (turn in copies)

Due at End of Semester:

- Summary of Internship Supervisory Data (bring 2 copies)
- Log or tally-sheet of all Internship hours – supervision, direct, indirect, etc (2 copies)
- Competency Checklist (in Field Experience Manual)
- Folder of artifacts proving that tasks on two Checklists were accomplished
- Site Supervisor Evaluation CCS-R (student keeps original; bring one copy)
- Student Evaluation of Site Supervisor form (bring original)
- Verification of Destruction of Recordings form (bring original)
- Weekly Log & Documentation sheets (one for each week worked - Univ Sup signed/returned to you – bring copy of all)
- Case Notes on each student/client who you have a treatment plan on (including taped clients - turn in final weeks' copies)
- CCS –R form -self-evaluation (filled out on yourself)
- PDP- Learning Goals (SMART Goals) Sheet
- Site School Evaluation form (original)
- Competency Checklist (in Syllabus)
- Site Visit Reflections (2)
- Site Visit Signature Forms (2)
- LPC/NCC Supervision Verification (2)

Due to Dr. Lee Baruth at End of Semester:

- Student Evaluation of HPC / PSC Program
- Student Evaluation of University Sup

Due to RCOE Licensure Officer in Dean's Office* (to be online for Spring 2016):

- Form A (copy to US; student keeps copy; original to licensure officer in the Dean's office)
- Form S (copy to US; student keeps copy; original to licensure officer in the Dean's office)
- Form CC if paying by credit card; if paying by check- must be cashier's check, keep copy of check
- Whatever other forms or documents are listed in the licensure email from the Field Experience Coordinator from the Dean's Office
- Original copy of Undergraduate degree transcript (BA/BS)
- Original copy of ASU transcript for graduate degree (toward MA)
- Copy of your PRAXIS II score sheet

FYI: All the following will be stored in your permanent file:

- CCS-R Self-Eval summary
- Univ Site Sup Eval summary
- Site Sup Eval summary
- Master Hours Log
- Summary of Internship Supervisory Data
- Verification of Supervision form (LPCA form)
- Exit Grading Rubric

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SUMMARY
OF PRACTICUM/INTERNSHIP & SUPERVISORY DATA

Name of Graduate Student _____

Dates of Internship/Practicum _____

Total Number of Direct Contact Hours _____

Total Number of Indirect Contact Hours _____

Total Number of Hours (not including supervision) _____

Number of Hours of Group Supervision _____

Number of Hours of Individual Supervision (site) _____

Number of Hours of Individual Supervision (university) _____ TOTAL (ALL): _____

Student Age Range Served _____ County _____

Name of School _____

School Address _____

School Phone: _____

School Supervision Information

Name of On-Site Supervisor _____

Years of School Experience _____ Highest Degree _____ Area _____

Professional Licensure/Certification _____

Training in Supervision? Yes No If yes, identify: _____

Name of ASU Faculty Supervisor _____

Signatures and Date

Graduate Student _____

On-Site Supervisor _____

University Supervisor _____

APPALACHIAN STATE UNIVERSITY
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SITE EVALUATION FORM

Directions: Student completes this form at the end of the field experience. These forms should be turned in to the University Supervisor at the final checkout meeting.

Name _____
Site _____ County _____
Dates of placement _____
On-Site Supervisor _____

Rate the following questions about your site and experiences using the following scale:

- A. Very satisfactory
- B. Moderately satisfactory
- C. Moderately unsatisfactory
- D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness and helpfulness of faculty liaison
4. _____ Relevance of experience to career goals
5. _____ Exposure to and communication of school/agency goals
6. _____ Exposure to and communication of school/agency procedures
7. _____ Exposure to professional roles and functions within the school
8. _____ Exposure to information about community resources

Rate all applicable experiences that you had at your site:

- _____ Individual counseling
- _____ Academic advising *
- _____ Group counseling
- _____ Classroom presentations*
- _____ Career counseling
- _____ Consultation services
- _____ Collaborative team approach*
- _____ Parent conferences*
- _____ Family counseling
- _____ Referral services
- _____ Testing interpretation*
- _____ Other _____
- _____ Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated moderately(C)or very unsatisfactory(D).

(*Specific to PSC program)

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STUDENT COUNSELOR EVALUATION OF ON-SITE SUPERVISOR

The purposes of this form are twofold: (1) to provide feedback for improving site supervision and (2) to encourage communication between the site supervisor and the student counselor.

Directions: The student counselor is to evaluate the site supervisor and the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received.

After the form is completed, we suggest you share and discuss your evaluation with your On-Site Supervisor.

Name of Student _____

Name of On-Site Supervisor _____

Period covered from _____ to _____

Please rate each question on a scale from 1-6, with 1-highly unsatisfactory, 2-slightly unsatisfactory, 3-unsatisfactory, 4- satisfactory, 5-slightly satisfactory, and 6-highly satisfactory

	Poor Adequate Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2 3 4 5 6
2. Accepts and respects me as a person.	1 2 3 4 5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2 3 4 5 6
4. Gives me useful feedback when I do something well.	1 2 3 4 5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2 3 4 5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2 3 4 5 6
7. Provides suggestions for developing my counseling skills.	1 2 3 4 5 6
8. Encourages me to use new and different techniques when appropriate.	1 2 3 4 5 6
9. Is spontaneous and flexible in the supervisory sessions.	1 2 3 4 5 6

- 10. Helps me define and achieve specific concrete goals for myself during the field experience. 1 2 3 4 5 6
- 11. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6
- 12. Focuses on both verbal and nonverbal behavior in me and in my student clients. 1 2 3 4 5 6
- 13. Helps me define and maintain ethical behavior in counseling and case management. 1 2 3 4 5 6
- 14. Encourages me to engage in professional behavior. 1 2 3 4 5 6
- 15. Maintains confidentiality in material discussed in supervisory sessions. 1 2 3 4 5 6
- 16. Deals with both content and affect when supervising. 1 2 3 4 5 6
- 17. Helps me organize relevant case data in planning goals and strategies with my student clients. 1 2 3 4 5 6
- 18. Offers resource information when I request or need it. 1 2 3 4 5 6
- 19. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes. 1 2 3 4 5 6
- 20. Allows and encourages me to evaluate myself. 1 2 3 4 5 6
- 21. Explains his/her criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6
- 22. Applies his/her criteria fairly in evaluating my counseling performance. 1 2 3 4 5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

Signature of Student

Date

Signature of University Supervisor

Date

APPALACHIAN STATE UNIVERSITY
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STUDENT COUNSELOR EVALUATION OF UNIVERSITY SUPERVISOR

Please mail to Department Chair (Lee Baruth) after last meeting

The purposes of this form are twofold: (1) to provide feedback for improving university supervision and (2) to encourage communication between the University Supervisor and the student counselor.

Directions: The student counselor is to evaluate the University Supervisor and the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, we suggest you share and discuss your evaluation with your University Supervisor.

Name of Student _____

Name of University Supervisor _____

Period covered from _____ to _____

Please rate each question on a scale from 1-6, with 1-highly unsatisfactory, 2-slightly unsatisfactory, 3-unsatisfactory, 4- satisfactory, 5-slightly satisfactory, and 6-highly satisfactory

	Poor Adequate Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2 3 4 5 6
2. Accepts and respects me as a person.	1 2 3 4 5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2 3 4 5 6
4. Gives me useful feedback when I do something well.	1 2 3 4 5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2 3 4 5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2 3 4 5 6
7. Provides suggestions for developing my counseling skills.	1 2 3 4 5 6
8. Encourages me to use new and different techniques when appropriate.	1 2 3 4 5 6

9. Is spontaneous and flexible in the supervisory sessions. 1 2 3 4 5 6
10. Helps me define and achieve specific concrete goals for myself during the field experience. 1 2 3 4 5 6
11. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6
12. Focuses on both verbal and nonverbal behavior in me and in my student clients. 1 2 3 4 5 6
13. Helps me define and maintain ethical behavior in counseling and case management. 1 2 3 4 5 6
14. Encourages me to engage in professional behavior. 1 2 3 4 5 6
15. Maintains confidentiality in material discussed in supervisory sessions. 1 2 3 4 5 6
16. Deals with both content and affect when supervising. 1 2 3 4 5 6
17. Helps me organize relevant case data in planning goals and strategies with my student clients. 1 2 3 4 5 6
18. Offers resource information when I request or need it. 1 2 3 4 5 6
19. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes. 1 2 3 4 5 6
20. Allows and encourages me to evaluate myself. 1 2 3 4 5 6
21. Explains his/her criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6
22. Applies his/her criteria fairly in evaluating my counseling performance. 1 2 3 4 5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

Signature of Student

Date

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

SITE SUPERVISOR'S EVALUATION OF STUDENT COUNSELOR

(to be completed at the mid-term and end of each semester)

Please complete at the minimum at mid-term and the end of the semester to assist in monitoring the student counselor's development

Course Semester #/ section _____ Year _____ Credit hours _____

Student Counselor's Name _____

Site Supervisor's Name _____

School's Name _____

University Supervisor's Name _____

CCS-R Totals

| Part I: Counseling Skills & Therapeutic Conditions

| Beginning: _____ Midterm: _____ Final: _____

| Part II: Counseling Dispositions & Behaviors

Beginning: _____ Mid-term: _____ Final: _____

Additional comments regarding student's performance:

Comments and/or suggestions for the PSC Program faculty to improve the program's efforts to prepare students effectively:

Student Signature _____ Mid-term date _____ Final Date _____

Site Supervisors Signature _____ Mid-term date _____ Final Date _____

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

STUDENT COUNSELOR’S EVALUATION OF FIELD EXPERIENCE

(To be completed at the midterm and end of each semester)

Course Semester #/ section _____ Year _____ Credit hours _____

Student Counselor’s Name _____

Site Supervisor’s Name _____

School’s Name _____

University Supervisor’s Name _____

CCS-R Totals

Part I: Counseling Skills & Therapeutic Conditions

Beginning: _____ Mid-term: _____ Final: _____

Part II: Counseling Dispositions & Behaviors

Beginning: _____ Mid-term: _____ Final: _____

Additional comments regarding student’s performance:

Student signature: _____ Date: _____

University Supervisor’s Signature : _____ Date: _____

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
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UNIVERSITY SUPERVISOR'S EVALUATION OF STUDENT COUNSELOR

(To be completed at the midterm and end of each semester)

Course Semester #/ section _____ Year _____ Credit hours _____

Student Counselor's Name _____

Site Supervisor's Name _____

School's Name _____

University Supervisor's Name _____

CCS-R Totals

Part I: Counseling Skills & Therapeutic Conditions

Beginning: _____ Mid-term: _____ Final: _____

Part II: Counseling Dispositions & Behaviors

Beginning: _____ Mid-term: _____ Final: _____

Additional comments regarding student's performance:

Student signature: _____ Date: _____

University Supervisor's Signature : _____ Date: _____

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

Verification of Destruction of Audio/Video Recordings

I, _____, verify that I have destroyed all copies of audio and/or visual recordings made during my field experiences. This includes, but is not limited, to:

1. any or all devices on which the original sound/video file was recorded,
2. any or all devices onto which the recorded files were uploaded,
3. any or all transmission programs (e.g., Hightail) by which recordings were sent to supervisors,
4. any or all objects onto which the recordings were copied for the purpose of conveyance (cd, etc),
5. any and all “downloads” files on any of these programs and/or devices,
6. any and all “trash”, “recycling”, or deleted files receptacles.

In the case that any question should arise hereafter regarding this legal and ethical matter, I am hereby attesting to fact that the permanent and complete deletions/destructions of these recording files were executed on ___/___/___ at ___:___ am/pm.

Student Signature

Date

University Supervisor Signature verifying receipt of this form

Date

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

~~ *HPC PROGRAM EVALUATION* ~~

Students:

With the end of your final semester rapidly approaching, I would like your opinion regarding the PROGRAM in which you are currently and have been enrolled. Your responses will remain anonymous. Please take a few minutes to complete this form and return it to my office or to my box in the main HPC office (#304 in RCOE). If you would prefer to meet with me in person to discuss your program, I would be pleased to do so.

Thank you,
Dr. Lee Baruth

I. Program in which you are enrolled:

- College Student Development
- Clinical Mental Health Counseling
- Marriage & Family Therapy
- Professional School Counseling

II. Are you a part-time or full-time student?

III. Strengths of the program:

IV. Suggestions for improving the program:

V. If you have taken the comprehensive examination, please answer the following:

- a. How well did your course work prepare you for the examination?
- b. What would you have liked to know about the comprehensive exam before taking it?
- c. Other comments regarding comps?

VI. Who is your advisor? _____

- a. Is your advisor available during designated office hours and at other times by appointment?
- b. Overall, are your advisement needs being met?

VII. Did you receive adequate orientation to the program and department?

VIII. What do you wish you had known about the program/department before enrolling but didn't?

IX. Please rate your program on the following continuum:

Very Poor 1	well below average 2	below average 3	average 4	above average 5	well above average 6	excellent 7
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X. Other Comments:

Thank you for completing this program evaluation form.

CCS-R Tool

This tool will be used as a guide for informal and formal evaluation of student's competency in counseling skills, professional behavior and professional dispositions. Students are expected to be familiar with this tool and to be prepared to discuss with the university supervisor his/her standing in each category. This tool can be used in, syllabus, PDP and or a Remediation Plan. At least once a semester this tool will be reviewed with your university supervisor.

See Attached for the CCS-R *

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

Assessment of Internship Competency Check Sheet

**** To be used in conjunction with “Professional School Counseling Competency Sheet” of this Syllabus and Grading Rubric for HPC 6900 both found in this syllabus”****

Students will score a “Met” on all competencies to pass internship and a 4 or above on the end of the semester PSC Manual Evaluations (CCS-R) by all evaluators to pass HPC 6900

Students are to bring their copy to class each week for faculty to verify achievement

CACREP Standard	Competency Skill	Learning Activity	Type of Assessment	Date of Proof & PSC Grading Rubric Score	Verifying Faculty
<i>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</i>					
2. F.	The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.	Counseling activities: Individual & Group (1,2,7,8,&10)	Case presentation, audio/video tape, observation, lesson plans Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
2. F. 1. h	current labor market information relevant to opportunities for practice within the counseling profession	Supervision & artifact (2,3,4,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field		

			Manual, CCS-R		
2. F. 1. k	strategies for personal and professional self-evaluation and implications for practice	Counseling activities & supervision (2,4,6,7,9,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
2. F. 1. l	self-care strategies appropriate to the counselor role	Counseling activities (2,9,10) & supervision	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
2. F. 1. m	the role of counseling supervision in the profession	Counseling activities (1,2,8,10) & supervision	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual CCS-R		
<i>CACREP SECTION 3: PROFESSIONAL PRACTICE STANDARD</i>					
3. A	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Permission to register and enrollment in course , counseling activities (1,2,5)	Completing the application process to enter practicum and internship class Assessment Rubric on		

			the Internship Competency Achievement Checklist and PSC, Field Manual, CCS-R		
3.B	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Counseling activities (1,2,7,8,10) & supervision	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3. C	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	Counseling activities (1,2,6,7,8,9,10) Supervision	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3. D	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	Counseling activities (1,2,3,8,9) & supervision	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3. E	In addition to the development of individual counseling skills, during either the practicum or internship, students	Group Counseling & supervision (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement		

	must lead or co-lead a counseling or psychoeducational group.		Checklist and PSC Field Manual		
<i>SECTION 3: INTERNSHIP</i>					
3.J	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	Counseling activities, supervision, artifacts (1-10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3.K	Internship students complete at least 360 clock hours of direct service.	Counseling activities & supervision (1,2,7,8 10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3.L	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	Supervision & artifact (8, 10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
3.M	Internship students	Supervision	Assessment		

	participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	& artifact (8, 10)	Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
<i>SECTION 5: ENTRY LEVEL SPECIALTY AREAS - SCHOOL COUNSELING</i>					
5. G. 3. a	screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments	Individual & Group Counseling, and Classroom Guidance (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
5. G. 3. b	assessment of biopsychosocial and spiritual history relevant to addiction	Data project & supervision (2,7,9)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
5. G. 3. c	assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Data project & supervision (2, 7,9)	Assessment Rubric on the Internship Competency Achievement		

			Checklist and PSC Field Manual, CCS-R, artifact		
5. G. 3. g	evaluating and identifying individualized strategies and treatment modalities relative to client's' stage of dependence, change, or recovery	Case study, individual counseling & tape scripts, & supervision (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R, artifact		
5. G. 3. i	approaches to increase promotion and graduation rates	Individual & Group Counseling, & Classroom Guidance , & supervision (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R- Artifact		
5. G. 3. j	interventions to promote college and career readiness	Individual & Group Counseling & Classroom Guidance & supervision (1,2,7,8, 10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
5. G. 3. k	strategies to facilitate school and postsecondary transitions	Individual & Group Counseling, and Classroom Guidance , & supervision (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement Checklist		

		artifact	and PSC Field Manual, CCS-R		
5. G. 3. n	use of accountability data to inform decision making	Individual & Group Counseling , and Classroom Guidance , & supervision (1,2,7,8,10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		
5. G. 3. o	use of data to advocate for programs and students	Individual & Group Counseling, & Classroom Guidance & supervision (1,2,7,8, 10)	Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R		

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

SCHOOL COUNSELING INTERNSHIP COMPETENCY CHECKLIST

GRADING RUBRICS available in 6900 Syllabus

Students will complete a total of 600 clock hours during the internship experience. (Sample documentation forms are provided). Maintain a log of all the internship activities and requirements and submit a summary of hours (written).

1. A minimum of 360 hours must be spent in providing direct service (contact with students, teachers or parents) which includes the following:

- Individual counseling (minimum of 30 hours)
- Lead or co-lead at least 2 small groups
- Participate in at least 10 parent conferences
- Facilitate classroom presentations/activities (minimum of 20 hours)
- Consultation services

2. Indirect service (240 hours) includes the planning, preparation, research, coordination, supervision, referral, observation, documentation, etc. required to perform your duties.

3. Complete one hour a week of supervision with the On-Site Supervisor (minimum of 15 hours).

4. Satisfactorily complete School Scavenger Hunt (provided).

5. Work with a classroom teacher on integrating classroom counseling lessons into the curriculum. Develop at least one lesson plan for a classroom presentation/activity. After the completion of the unit, develop and administer student evaluation forms. Analyze and interpret feedback from students and make recommendations to improve the unit.

6. Develop lessons plans for a small group or classroom guidance lesson (develop a main theme)

7. Participate in the Student Assistance Program or its equivalent.

8. Develop and present a case study to your supervision cohort from your field experience in which you describe the type(s) of assessment used, consultation obtained, intervention implemented, and the outcome of the services you provided to promote the academic, career, and personal/social development of students at your site. Identify any relevant research you used to inform your professional practice.

9. Participate in the collection and analysis of a current school data project. Present the findings and how they can be used to advocate for student achievement and success (i.e. prevention programs for high risk students and/or addressing barriers for multicultural populations).

10. Develop and coordinate (or help coordinate) a multi-cultural experience which is appropriate for your school (guest speakers, field trip, bibliography, lessons or unit, etc.).

11. Coordinate (or assist On-Site Supervisor's coordination of) a program or in-service for parents and/or teachers (i.e., parent education, career fair, character education, etc.).
12. Conduct an informational interview with the principal of the school to determine their professional training, views on education, and the counselor's role,
13. Create a public relations tool about one aspect of the school counselor's role (brochure, newsletter, multi-media presentation, etc.) using an appropriate computer program,
14. Satisfactorily complete all internship meeting requirements and assist other students in your cohort by giving feedback and regularly participating in discussions.
15. Participate in at least one "formal" on-site visit by the University Supervisor. This visit should include a meeting with you and your On-Site Supervisor and an introduction to your principal. This on-site visit will include an observation of at least two of the following: classroom presentation, small group, individual counseling, test interpretation, teacher consultation, or other experiences as agreed upon with the University Supervisor. A site visit is optimal unless prohibited by budget or distance.
16. Participate in an end of the semester individual conference with university supervisor to present portfolio with completed assignments, log of activities, completed forms and evaluations.
 - Provide an informal personal plan for burn-out prevention (oral),
 - Provide an oral self-evaluation analyzing personal/professional strengths and weaknesses
 - Submit completed Record of Internship & Supervisory Data, Site Evaluation Form, Diversity Survey, Student Counselor Evaluation of Site Supervisor, Student Counselor Evaluation of University Supervisor, On-Site Supervisor Evaluation of Student Counselor Performance, DPI's Student Teaching/Interning Performance Evaluation (Form S), and Evaluation of University Program (forms) and any other necessary forms.

Student Signature

University Supervisor Signature

Date

Date

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

GRADING RUBRIC FOR HPC 6900

CACREP Curricular Standards are evaluated according for each student at the end and/or throughout the semester as necessary to check on each student's progress.

Bring a copy to your end of the semester meeting with your university supervisor

To receive an "S" in this course, the student must be successful in the following areas by receiving all "yes" responses. If a "no" response is received, a student will receive a "U" or an "I". If the instructor of the course (after meeting with the site and the students) that the "No" response is out of the students control then a S or I may be considered. The student will need to consult the PSC Manual and the Practicum/Internship Manual. The student has received the:

	Met	
1. Required direct hours at site	Yes	No
2. Required in-direct hours at the site	Yes	No
3. Required supervision hours on site	Yes	No
4. Required university supervision hours	Yes	No
5. Miss no more than two classes (2) this semester	Yes	No
6. Attend class on time and in its entirety	Yes	No
7. Required the necessary audio/video case presentation	Yes	No
8. Completed all forms for each case presentation	Yes	No
9. Site evaluation form of student:		
Received no rating less than a "3"	Yes	No
10. University evaluation form of student:		
Received no rating less than a "3"	Yes	No
11. Student is void of any ethical violations	Yes	No
12. Student has demonstrated skill and knowledge:		
CACREP standards as stated on the		
<i>Internship Competency Achievement Check sheet</i>	Yes	No

- | | | | |
|-----|---|-----|----|
| 13. | Has the internship contract been completed, signed and submitted? | Yes | No |
| 14. | Has the Competency Checklist and Internship Checklist requirements been satisfactorily been met? | Yes | No |
| 15. | Required two peer site visits with written reflections? | Yes | No |
| 16. | Weekly reflections/documentation complete and submitted punctually | Yes | No |
| 17. | Completion of necessary internship forms? | Yes | No |
| 18. | Completion of internship goals (PDP) | Yes | No |
| 19. | Required site visit with live supervision | Yes | No |
| 20. | Required active professional participation and demonstration of professional behaviors (CCS-R competency of 4 or above) | Yes | No |

_____ (Student Signature) _____ (Date)

_____ (Faculty Supervisor Signature) _____ (Date)

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

Appalachian State University: Professional School Counseling

Field Experience Manual

Understanding and Acknowledgment

Complete this form and give a copy to the *Field Experience Coordinator* before registering for HPC 5900 Practicum in Counseling. This form will be placed in each Professional School Counseling program student's file and represents that you understand the standards, policies and responsibilities for both HPC 5900 and HPC 6900. Please keep a copy for your records.

I, _____ (student name), have downloaded and read the Appalachian State University, Professional School Counseling Master's Program Field Experience Manual and understand that I am responsible for the information presented therein.

I understand the policies and procedures, and my responsibilities as stated in the Field Experience Manual. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I understand that it is solely my responsibility to meet the requirements of Field Experience as stated in the manual, meet ACA code of ethics, meet conduct standards and all requirements of the Graduate School, the College of Education, and Human Development and Psychological Counseling at the Appalachian State University,

I further understand that faculty of Appalachian State University Professional School Counseling Program has the right and responsibility to monitor my academic progress, my professional behavior, my professional disposition, and my personal characteristics and during HPC 5900 and HPC 6900 my University Supervisor and the Field Experience Coordinator will speak to my site supervisor(s) throughout my experiences and use his/her evaluation to help assess and monitor my field experience. Moreover, my peers will also give me evaluations during group and triadic supervision. Based on that monitoring, decisions about my standing in the counseling program—

Whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense.

I understand that success in didactic courses does not necessary indicate success in clinical courses (HPC 5900 and HPC 6900). Clinical courses application of skills and professional behaviors and disposition may be different than those required for success in didactic courses; therefore, success in didactic courses does not guarantee success in clinical courses. I also understand that there is a curriculum series of clinical courses which involves a progression of demonstrating increasingly complexity of counseling abilities (e.g. skills, case conceptualization, and professional behavior and disposition) and, subsequently, success in previous clinical course(s) in the series does not necessarily indicate success in later course(s) in the curriculum sequence.

I understand and agree to the conditions of this manual. Any breach of this agreement constitutes grounds for being removed from the counseling program. I also understand the Professional School Counseling program's retention policy and I am clear that there are certain behaviors that, if violated, will supersede this agreement including remediation services and, instead, may result in immediate removal from the program (e.g., ethics violations).

Signature _____ Date _____

Print name _____

**APPALACHIAN STATE UNIVERSITY
AUTHORIZATION TO SHARE STUDENT EDUCATION RECORDS
WITH EXTERNAL SITE SUPERVISOR (REQUIRED COURSE WORK)**

Appalachian State University endorses and seeks to comply with all provisions of the Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) and all pertinent regulations. The purpose of this legislation was and is to afford students certain rights with regard to their respective education records. In essence, these rights are: (1) the right to inspect and review education records, (2) the opportunity to challenge the contents of education records, and (3) the right to exercise some control over the disclosure of information from education records. I understand that the documentation Appalachian State University maintains about its students may constitute an “education record” protected by FERPA which provides that, subject to certain exceptions, institutions may not permit “the release of education records... of students without their written consent.”

Student Name: _____ BANNER ID: _____

I will participate during the _____ academic term in an externally supervised practicum, internship, or other activity as part of my academic program at Appalachian State University (“the University”). I understand that it may be necessary for the University to share information with my external site supervisor(s) in order to assess my performance and/or ongoing suitability to participate in that activity. I consent to allow Faculty/Staff of the University to provide information from my education records to the following person(s):

I consent to allow the following information to be released from my education records to the persons listed above in writing and/or orally:

Any information related to the assessment of my performance and/or ongoing suitability to participate in the activity supervised by the person(s) named in the paragraph above.

Student initial: _____

I understand that my authorization for the release of this information is voluntary and that I may refuse to sign this consent form – however, without this permission, the University may not be able to assess my performance in the external placement for purposes of awarding academic credit. I further understand that I have a right to revoke this authorization by providing written notice to Appalachian State University. Revoking my authorization will not have any effect on the actions Appalachian State University took in reliance on this authorization prior to receiving the revocation. I also understand that I have a right to inspect or review any information used or disclosed under this authorization.

Once information is disclosed pursuant to this signed authorization, I understand that the state and federal privacy laws protecting my educational and/or medical records may not apply to the recipient of the information and, therefore, may not prohibit the recipient from disclosing it to other third parties.

I certify that I am at least eighteen (18) years of age and competent to enter into this agreement. I HAVE READ AND UNDERSTAND THIS AUTHORIZATION AND I HAVE SIGNED IT VOLUNTARILY.

Student signature: _____ Date: _____

DO NOT USE OR COPY