Professional School Counseling
FIELD PLACEMENT MANUAL
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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.

~~PROFESSIONAL SCHOOL COUNSELING PROGRAM FACULTY~~

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### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP Standards</td>
<td>5</td>
</tr>
<tr>
<td>Professional School Counseling Faculty</td>
<td>5</td>
</tr>
<tr>
<td>On-Line Resources Critical to Practicum, Internship, DPI Licensure, &amp; LPC Licensure</td>
<td>5</td>
</tr>
<tr>
<td>PSC Field Experience Procedure for PSC Counseling Students</td>
<td>6</td>
</tr>
<tr>
<td>Practicum (General Description, Objectives, Pre-requisites, Expectations)</td>
<td>6</td>
</tr>
<tr>
<td>Field Experience Applicant Process for PSC</td>
<td>6</td>
</tr>
<tr>
<td>Internship (General Description, Objectives, Pre-requisites, Expectations)</td>
<td>11</td>
</tr>
<tr>
<td>ASU / PSC Program Role Expectations for Field Placement Parties</td>
<td>13</td>
</tr>
<tr>
<td>PSC in Training’s Responsibilities and Expectations During the Field Experience</td>
<td>15</td>
</tr>
<tr>
<td>Supervisor Qualifications and Responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Supervisor Qualifications</td>
<td>16</td>
</tr>
<tr>
<td>On-Site Supervisors (expectations)</td>
<td>17</td>
</tr>
<tr>
<td>University Supervisor (expectations)</td>
<td>17</td>
</tr>
<tr>
<td>Guidelines for Individual Supervision</td>
<td>18</td>
</tr>
<tr>
<td>Guidelines for Group Supervision</td>
<td>19</td>
</tr>
<tr>
<td>ASU Criminal Background Check (CBC)</td>
<td>20</td>
</tr>
<tr>
<td>Protocol for Premature Termination of a Site Experience</td>
<td>21</td>
</tr>
<tr>
<td>Professional Development Plan for PSC Field Experience</td>
<td>22</td>
</tr>
<tr>
<td>HPC 5900 PDP</td>
<td>22</td>
</tr>
<tr>
<td>HPC 6900 PDP</td>
<td>22</td>
</tr>
<tr>
<td>Security of Client/Student Data for Field Experience</td>
<td>23</td>
</tr>
<tr>
<td>Destroying Client Information and Recordings</td>
<td>23</td>
</tr>
<tr>
<td>Student Conduct In Clinical Field Experience Courses</td>
<td>24</td>
</tr>
<tr>
<td>Disability Policy for Field Experience</td>
<td>24</td>
</tr>
<tr>
<td>Disability</td>
<td>24</td>
</tr>
<tr>
<td>Religious Observance Policy</td>
<td>25</td>
</tr>
<tr>
<td>Appalachian State University Religious Observance Policy</td>
<td>25</td>
</tr>
<tr>
<td>Grievance Procedures and Other Complaint Procedures</td>
<td>25</td>
</tr>
<tr>
<td>Remediation Plan Policy for Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>Field Experience Remediation Plan</td>
<td>26</td>
</tr>
<tr>
<td>Notification of Remediation Plan</td>
<td>26</td>
</tr>
<tr>
<td>Remediation Plan Options</td>
<td>26</td>
</tr>
<tr>
<td>Suspend from Counseling Activity and Field Experience Courses</td>
<td>26</td>
</tr>
<tr>
<td>Professional Development Plans (PDP) (remediation)</td>
<td>28</td>
</tr>
<tr>
<td>Supervision Training Verification</td>
<td>30</td>
</tr>
<tr>
<td>Internship/Practicum Contract</td>
<td>31</td>
</tr>
<tr>
<td>Professional Development Plans- Internship Counselor Trainee Goals (table)</td>
<td>34</td>
</tr>
<tr>
<td>Pre-Selection Placement Site Data Sheet</td>
<td>35</td>
</tr>
<tr>
<td>School Population Diversity Survey</td>
<td>37</td>
</tr>
<tr>
<td>School Scavenger Hunt</td>
<td>39</td>
</tr>
<tr>
<td>Sample Parental Release Form</td>
<td>42</td>
</tr>
<tr>
<td>Sample Client Release Form</td>
<td>43</td>
</tr>
<tr>
<td>Internship Site Contact Sheet</td>
<td>44</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Confidential Case Notes (example)</td>
<td>45</td>
</tr>
<tr>
<td>Weekly Reflection and Documentation Form for Internship</td>
<td>46</td>
</tr>
<tr>
<td>School Counseling Practicum/Internship Hours Log (sample)</td>
<td>47</td>
</tr>
<tr>
<td>Clinical Summary Log</td>
<td>48</td>
</tr>
<tr>
<td>Guidelines for Case Presentation and Format (sample)</td>
<td>49</td>
</tr>
<tr>
<td>Case Presentation Rating Evaluation Form</td>
<td>50</td>
</tr>
<tr>
<td>Case Presentation Peer Evaluation Form (example)</td>
<td>53</td>
</tr>
<tr>
<td>Peer Site Visit Written Reflection</td>
<td>54</td>
</tr>
<tr>
<td>Counseling Skills Snapshot (CSS)</td>
<td>55</td>
</tr>
<tr>
<td>Weekly Paperwork Due Checklist</td>
<td>56</td>
</tr>
<tr>
<td>Summary of Practicum/Internship &amp; Supervisory Data</td>
<td>57</td>
</tr>
<tr>
<td>Site Evaluation Form</td>
<td>58</td>
</tr>
<tr>
<td>Student Counselor Evaluation of On-Site Supervisor</td>
<td>59</td>
</tr>
<tr>
<td>Student Counselor Evaluation of University Supervisor</td>
<td>61</td>
</tr>
<tr>
<td>Site Supervisor’s Evaluation of Student Counselor</td>
<td>63</td>
</tr>
<tr>
<td>Student Counselor’s Evaluation of Field Experience</td>
<td>64</td>
</tr>
<tr>
<td>University Supervisor’s Evaluation of Student Counselor</td>
<td>65</td>
</tr>
<tr>
<td>Verification of Destruction of Audio/Video Recordings</td>
<td>66</td>
</tr>
<tr>
<td>HPC Program Evaluation</td>
<td>67</td>
</tr>
<tr>
<td>Counselor Competencies Scale—Revised (CCS-R) ©</td>
<td>*</td>
</tr>
<tr>
<td>CACREP (2016) Common Core Standards</td>
<td>*</td>
</tr>
<tr>
<td>CACREP (2016) Specialty Standards:</td>
<td>*</td>
</tr>
<tr>
<td>Professional School Counseling Standards</td>
<td>*</td>
</tr>
<tr>
<td>Assessment of Internship Competency Check Sheet</td>
<td>70</td>
</tr>
<tr>
<td>School Counseling Internship Competency Checklist</td>
<td>77</td>
</tr>
<tr>
<td>Grading rubric for HPC 6900</td>
<td>79</td>
</tr>
<tr>
<td>Field Experience Manual Understanding and Acknowledgement</td>
<td>81</td>
</tr>
<tr>
<td>FERPA Form Authorization to Share Student Ed. Records</td>
<td>83</td>
</tr>
</tbody>
</table>

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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 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;
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;
Professional School Counseling Field Placement Handbook

- 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
Professional School Counseling Field Placement Handbook

- 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


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%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 (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 (REMEDINATION)
(Adapted from the University of Cincinnati)


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
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


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

INTERNERSHIP / 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. 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:

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON-SITE SUPERVISOR at the SCHOOL</td>
<td>Date</td>
</tr>
<tr>
<td>UNIVERSITY SUPERVISOR at the UNIVERSITY</td>
<td>Date</td>
</tr>
</tbody>
</table>
Outline your proposed field experience goals using the ASCA National Model Framework (below) by listing the activities you will complete during the internship experience.

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Observable Goal Statement (Activity)</th>
<th>Date Accomplished</th>
<th>Confirmatory Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>I will engage in a minimum of one hour per week of direct supervision with my site supervisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Test 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
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 NCSDPI 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
School Policies for:

- Discipline
- Attendance
- Suspension/Expulsions
- Retention
- Parent Involvement
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 _______________
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 __________________________
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:

<table>
<thead>
<tr>
<th>ES</th>
<th>MS</th>
<th>HS</th>
<th>K-8</th>
<th>K-12</th>
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</thead>
<tbody>
<tr>
<td>504</td>
<td>EC</td>
<td>RTI</td>
<td>EOG</td>
<td>EOC</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Conf.</th>
<th>GRP</th>
<th>SSTeam</th>
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</table>

________________________________________________________________________

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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: _____________________________________
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):

|-----------|-----------|-----------|-----------|-----|-----|-----|-----|-----|-----|-----|

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
- Research/Evaluation of program
- Diversity and advocacy
- Student assessment
- Collaboration/consultation w/stakeholders
- School leadership
- Foundations/professional identity
- Academic development

________________________________________________________________________
Site Supervisor Signature  Date

________________________________________________________________________
Student's Signature  Date
APPALACHIAN STATE UNIVERSITY  
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING  
PROFESSIONAL SCHOOL COUNSELING PROGRAM  
SCHOOL COUNSELING PRACTICUM/INTERNSHIP HOURS LOG  

~~SAMPLE~~

Intern’s Name: __________________________________________ Date Turned In_______________________

Site/School Name: ____________________________________________________________

Site Supervisor: _____________________________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>WEEK 1 From: To:</th>
<th>WEEK 2 From: To:</th>
<th>WEEK 3 From: To:</th>
<th>WEEK 4 From: To:</th>
<th>MONTHLY TOTAL</th>
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<tr>
<td>Individual counseling (DS)</td>
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<td>Group counseling (DS)</td>
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<td>Classroom presentations (DS)</td>
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<td>Parent conferencing (DS)</td>
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<td>Family counseling (DS)</td>
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<td>Testing (IS)</td>
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### Clinical Summary Log
Professional School Counseling Internship

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<th>Student Name:</th>
<th>ASU ID:</th>
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<tbody>
<tr>
<td>Track:</td>
<td>Degree Sought: M.Ed/M.A</td>
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<tr>
<td>Term:</td>
<td>Clinical Exper: Practicum / Internship</td>
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<td>Site</td>
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### Timeline

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<th>Dates</th>
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**Total Direct Counseling Hours**: 0

**Total Indirect Hours**: 0

**Total Supervision Hours**: 0

**Total Practicum / Internship Hours**: 0
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.**

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

CASE PRESENTATION EXAM RATING EVALUATION FORM
**Date of presentation:** __________  **Tape number:** __________

**Presenter’s Name:** ________________  **Rater’s Name:** ________________

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

**Procedural Skills**  
Presenters has the ability to demonstrate the following to:

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>open the session smoothly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>collaborate with client to identify important concerns for the session</td>
<td></td>
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<tr>
<td>28.</td>
<td>establish continuity from session to session</td>
<td></td>
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<tr>
<td>29.</td>
<td>Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse</td>
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<td></td>
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<tr>
<td>30.</td>
<td>keep appropriate records related to counseling process</td>
<td></td>
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</tr>
<tr>
<td>31.</td>
<td>to end the session smoothly</td>
<td></td>
<td></td>
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</tbody>
</table>

### Section III

**Diversity and Advocacy – Skills and Practices**  
Presenters has the ability to demonstrate the following to:

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Demonstrates the ability to modify counseling systems, theories, to make them culturally appropriate for diverse populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Demonstrates the ability to modify counseling systems, techniques to make them culturally appropriate for diverse populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Demonstrates the ability to modify counseling systems, interventions to make them culturally appropriate for diverse populations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section IV

**Assessment – Skills and Practices**  
Presenters has the ability to demonstrate the following to:

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>conducting an intake interview, mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Screens for addiction, aggression, and danger to self and/or others, as well co-occurring mental disorders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
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</tbody>
</table>

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

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

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
### Counseling Skills Snapshot (CSS)

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

*Three Strengths 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, 10-15 second 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 to field experience coordinator, copy to course instructor, copy to SS, keep original)
___ HPC Contract (two pages) (copy 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 & 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 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)

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

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

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
DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING
PROFESSIONAL SCHOOL COUNSELING PROGRAM

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

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.

11. Gives me useful feedback when I do something wrong.

12. Focuses on both verbal and nonverbal behavior in me and in my student clients.

13. Helps me define and maintain ethical behavior in counseling and case management.

14. Encourages me to engage in professional behavior.

15. Maintains confidentiality in material discussed in supervisory sessions.

16. Deals with both content and affect when supervising.

17. Helps me organize relevant case data in planning goals and strategies with my student clients.

18. Offers resource information when I request or need it.

19. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.

20. Allows and encourages me to evaluate myself.

21. Explains his/her criteria for evaluation clearly and in behavioral terms.

22. Applies his/her criteria fairly in evaluating my counseling performance.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

___________________________________________________________
Signature of Student

___________________________________________________________
Signature of University Supervisor
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

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_____


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
PROFESSIONAL SCHOOL COUNSELING PROGRAM

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: ________________
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
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:

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>well below average</th>
<th>below average</th>
<th>average</th>
<th>above average</th>
<th>well above average</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

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 *
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

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Competency Skill</th>
<th>Learning Activity</th>
<th>Type of Assessment</th>
<th>Date of Proof &amp; PSC Grading Rubric Score</th>
<th>Verifying Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. F.</td>
<td>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.</td>
<td>Counseling activities: Individual &amp; Group (1,2,7,8,&amp;10)</td>
<td>Case presentation, audio/video tape, observation, lesson plans Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. F. 1. h</td>
<td>current labor market information relevant to opportunities for practice within the counseling profession</td>
<td>Supervision &amp; artifact (2,3,4,10)</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. F. 1. k</td>
<td>strategies for personal and professional self-evaluation and implications for practice</td>
<td>Counseling activities &amp; supervision (2,4,6,7,9,10)</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
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<tr>
<td>2. F. 1. l</td>
<td>self-care strategies appropriate to the counselor role</td>
<td>Counseling activities (2,9,10) &amp; supervision</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
<td></td>
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</tr>
<tr>
<td>2. F. 1. m</td>
<td>the role of counseling supervision in the profession</td>
<td>Counseling activities (1,2,8,10) &amp; supervision</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
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<td></td>
</tr>
</tbody>
</table>

**CACREP SECTION 3: PROFESSIONAL PRACTICE STANDARD**

<table>
<thead>
<tr>
<th>3. A</th>
<th>Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.</th>
<th>Permission to register and enrollment in course, counseling activities (1,2,5)</th>
<th>Completing the application process to enter practicum and internship class Assessment Rubric on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.B</td>
<td>Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.</td>
<td>Counseling activities (1,2,7,8,10) &amp; supervision</td>
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<td>3. C</td>
<td>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.</td>
<td>Counseling activities (1,2,6,7,8,9,10) Supervision</td>
</tr>
<tr>
<td></td>
<td>3. D</td>
<td>Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.</td>
<td>Counseling activities (1,2,3,8,9) &amp; supervision</td>
</tr>
<tr>
<td></td>
<td>3. E</td>
<td>In addition to the development of individual counseling skills, during either the practicum or internship, students</td>
<td>Group Counseling &amp; supervision (1,2,7,8,10)</td>
</tr>
</tbody>
</table>

The Internship Competency Achievement Checklist and PSC, Field Manual, CCS-R.
<table>
<thead>
<tr>
<th>SECTION 3: INTERNSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.J</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Counseling activities, supervision, artifacts (1-10)</td>
</tr>
<tr>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>3.K</td>
</tr>
<tr>
<td>Internship students complete at least 360 clock hours of direct service.</td>
</tr>
<tr>
<td>Counseling activities &amp; supervision (1,2,7,8 10)</td>
</tr>
<tr>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>3.L</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Supervision &amp; artifact (8, 10)</td>
</tr>
<tr>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>3.M</td>
</tr>
<tr>
<td>Internship students Supervision Assessment</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>SECTION 5: ENTRY LEVEL SPECIALTY AREAS - SCHOOL COUNSELING</th>
<th></th>
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<tbody>
<tr>
<td>5. G. 3. a screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments</td>
<td>Individual &amp; Group Counseling, and Classroom Guidance (1,2,7,8,10)</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>5. G. 3. b assessment of biopsychosocial and spiritual history relevant to addiction</td>
<td>Data project &amp; supervision (2,7,9)</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>5. G. 3. c assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal</td>
<td>Data project &amp; supervision (2,7,9)</td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
</tr>
<tr>
<td>5. G. 3. g</td>
<td>evaluating and identifying individualized strategies and treatment modalities relative to client's stage of dependence, change, or recovery</td>
<td>Case study, individual counseling &amp; tape scripts, &amp; supervision (1,2,7,8,10)</td>
</tr>
<tr>
<td>5. G. 3. i</td>
<td>approaches to increase promotion and graduation rates</td>
<td>Individual &amp; Group Counseling, &amp; Classroom Guidance, &amp; supervision (1,2,7,8,10)</td>
</tr>
<tr>
<td>5. G. 3. j</td>
<td>interventions to promote college and career readiness</td>
<td>Individual &amp; Group Counseling &amp; Classroom Guidance &amp; supervision (1,2,7,8,10)</td>
</tr>
<tr>
<td>5. G. 3. k</td>
<td>strategies to facilitate school and postsecondary transitions</td>
<td>Individual &amp; Group Counseling, and Classroom Guidance, &amp; supervision (1,2,7,8,10)</td>
</tr>
<tr>
<td></td>
<td>artifact and PSC Field Manual, CCS-R</td>
<td></td>
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</tr>
<tr>
<td>5. G. 3. n</td>
<td>use of accountability data to inform decision making</td>
<td>Individual &amp; Group Counseling, and Classroom Guidance, &amp; supervision (1,2,7,8,10)</td>
</tr>
<tr>
<td></td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
<td></td>
</tr>
<tr>
<td>5. G. 3. o</td>
<td>use of data to advocate for programs and students</td>
<td>Individual &amp; Group Counseling, &amp; Classroom Guidance &amp; supervision (1,2,7,8, 10)</td>
</tr>
<tr>
<td></td>
<td>Assessment Rubric on the Internship Competency Achievement Checklist and PSC Field Manual, CCS-R</td>
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</tbody>
</table>
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
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:

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