



Professional School Counseling  
FIELD PLACEMENT MANUAL

Department of Human Development and Psychological Counseling (HPC)

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## HPC 5900 PRACTICUM IN COUNSELING

and

## HPC 6900 INTERNSHIP IN PROFESSIONAL SCHOOL COUNSELING

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

**NOTE:** Students are required to carry university liability insurance prior to the beginning of practicum. Students must complete the ASU Contract to register for the course, which will activate the mandatory liability insurance coverage. There is an additional fee for this coverage that will be charged to the student's account. In addition, per the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements, students will need to purchase professional liability insurance. 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. Lastly, students must complete the Professional School Counseling (PSC) contract, provide a copy of their site supervisor's license, and proof of site supervisor training in Supervision form.

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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, 2017.

### Professional School Counseling Faculty

#### Glenda Johnson (PhD, LPC, NCSC)

Assistant professor and Field Experience Coordinator. 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 (7) years, and part-time LPC (3.5 years). Her scholarly interests include the counseling needs of diverse students and the mentoring needs of new counselors.

#### Lucy Purgason (PhD, NCC, LSC, ACS)

Assistant professor in the PSC program. She earned her PhD in Counseling and Counselor Education from UNC-Greensboro, she spent 5 years as a school counselor at the elementary and high school levels. Her research interests focus on understanding the importance of relationships for immigrant and refugee students, and students of other underrepresented groups.

#### Jill Van Horne (PhD, LPC-S, NCC, RPT, EAGALA Certified)

Assistant professor and Program Director. 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 a certified Equine Assisted Psychotherapist.

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

ACA Membership Information [www.counseling.org](http://www.counseling.org)

ASCA Membership Information [www.schoolcounselor.org](http://www.schoolcounselor.org)

NCCA Membership Information [www.nccounseling.org](http://www.nccounseling.org)

NCSCA Membership Information [www.ncschoolcounselor.org](http://www.ncschoolcounselor.org)

Public Schools of North Carolina [www.dpi.state.nc.us](http://www.dpi.state.nc.us)

North Carolina Board for Licensed Professional Counselors [www.ncblpc.org/](http://www.ncblpc.org/)

National Board for Certified Counselors [www.nbcc.org](http://www.nbcc.org)

National Board for Professional Teaching Standards [www.nbpts.org](http://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 in the Human Development and Psychological Counseling (HPC) office.

### **PSC Field Experience Applicant Process**

PSC students must submit to the Field Experience Coordinator a Permission to Register Form by **October 1** for the spring Semester and **March 1** for the fall semester. Failure to submit a Permission to Register Form, to the Field Experience Coordinator, by the due date **will delay** registration to the following semester. Information on the form includes a list of three schools students believe may be a good match. Students must provide: (a) school name (b) school address (c) principal's name (d) school phone number and fax (e) school counselor's name (f) school counselor's email address and phone number (if different from school number) (g) your name (h) your email address (i) your phone number. Please watch your e-mail for information pertaining to your practicum/ internship experience. The various dates for tasks and deadlines can change 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 who does not follow this protocol is in violation of RCOE college, HPC departmental and often 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 by the due date (October 1 or March 1- see information above). After a site has been 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) Contracts (ASU & PSC) signed by you and the site supervisor (b) Supervisor's credentials and (c) proof of site supervisor training in Supervision.

### **Searching for Site Timeline**

Because the contract is processed by several 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 (**March 1**). If you are looking for Spring Semester enrollment, you will be asked to determine placement early in the Fall Semester (**October 1**). These deadlines must be met in order to be certain you are enrolled in time. If you are not enrolled before classes begin in the semester you wish to take HPC 5900 Practicum or HPC 6900 Internship, you will need to wait until the next semester to take either HPC 5900 Practicum or HPC 6900 Internship.

## **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 40 must be in direct services including individual and group counseling, guidance lessons, and consultation. 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](http://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. Activities may include the following -  
Individual counseling



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

### 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, HPC 5225 The Helping Relationship, 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 Register for Internship/Practicum Form, including approval by the advisor, submitted all necessary criminal background checks, TB exam results, and completed ASU and PSC Contracts. (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 (Sites farther than the 2 hour driving radius must be approved by the PSC faculty).
- 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) both at the school site and in the academic setting as defined by a score of four (4) 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.

#### **PROCEDURES TO REQUEST AN ASU CRIMINAL BACKGROUND CHECK (CBC)**

1. Login to Banner Self Service – [bannerweb.appstate.edu](http://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.

## FIELD EXPERIENCE APPLICATION FOR PSC

Students are responsible for monitoring their Appalachian State University e-mail for important announcements, one such announcement is the *Permission to Register for Practicum/Internship Form*. This announcement will occur via the PSC list-serve during the semester. Because of the university scheduling process the announcement times vary, but the form will be due on **October 1** (Spring Semester **or March 1** (Fall Semester)). As a reminder, you will need to apply for HPC 5900 and HPC 6900 the semester before you plan to enroll. This registration process occurs each time you plan to enroll in either HPC 5900 or HPC 6900.

## 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 240 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:

- been admitted to Candidacy by the PSC Program Committee;
- Completed HPC 5900 Practicum, HPC 5754 Legal and Ethical Issues in PSC, HPC 6620 School Based Consultation, HPC 5140 Psychological and Educational Testing, HPC 5210 Life and Career Planning, or have special permission from the PSC Program Committee;
- 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 as defined by a score of four (4) 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; will have submitted and passed all necessary criminal background checks and TB exams; will have completed and submitted the ASU and PSC Contracts. (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 (Sites farther than the 2 hour driving radius must be approved by the PSC faculty).

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 as defined by a score of 4 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 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

### PSCs IN-TRAINING 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) and ASCA Code of Ethics;
- (6) Purchase ASCA liability insurance (Per CACREP requirement);
- (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;
- (12.) Understand the grade for either 5900 or 6900 is Pass or Fail. You must meet the requirements,
  - adhere to ACA and ASCA 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;
- (13) 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;
- (14.) Immediately notify both your site supervisor and university supervisor and Field Experience Coordinator if you have committed any code of ethics violations;
- (15.) 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);
- (16.) Immediately notify university supervisor and Field Experience Coordinator of any concerns with the site supervisor;
- (17.) 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. Practicum students will receive, on average, 1 hr. of individual/triadic supervision a week from the university supervisor. In both Practicum and Internship, 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. 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.

#### ***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 three years (NCDPI requirement) 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 three full years of school counseling experience.

### EXPECTATIONS

The On-Site Supervisor is expected to:

- 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 intern's final evaluation.

### **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 a 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 -

- assist the graduate intern/practicum student in fulfilling the requirements of the practicum/internship;
- support and facilitate the professional development of the practicum/internship student;
- provide regular group supervision averaging 1.5 hours a week; • 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,

## GUIDELINES FOR INDIVIDUAL SUPERVISION

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

Individual supervision may include provision of assistance with:

- case conceptualization and management
- cognitive counseling skills
- interpersonal skills
- consultation skills
- program planning and coordination
- classroom presentation/activities resources and feedback
- legal and ethical issues
- goal setting
- priority setting
- time management
- student assessment
- professional resources
- referral networks - process and procedures
- child and adolescent development
- individual and cultural differences
- school system - structure and organization
- appropriate school counselor roles and program functions

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

### **GUIDELINES FOR GROUP SUPERVISION**

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

### **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 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 (PDP) 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 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 the student to have the skills, professional behavior, and disposition of a PSC prior to completing HPC 6900. The student's progress on the PDP for HPC 6900 will be reviewed throughout the semester 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. This includes the activity of recording sessions and then using this recording for supervision. Students are assured that their site agrees to audio/video record prior to the recording occurring. Each client and parent/guardian must specifically give a two part permission (1) permission to be recorded and (2) for that recording to be used in supervision.

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

### **Destroying Client Information and Recordings**

Students have the responsibility to protect their client's information and to maintain confidentiality, including raw data (audio/video taping). That responsibility requires that all client information after being shared in supervision is immediately destroyed. Meaning all paper



work with client information is to be shredded, and all tapings are to be erased, not just deleted. Because digital files can be retrieved, you must record over the previous session and/or use a software that will erase the digital files. If there is any breach of client information, including, but not limited to, not immediately erasing audio/video tapes properly after viewing in supervision or not immediately shredding the client information after a supervision session, it will be considered an ethical violation of the client's confidentiality and grounds for dismissal.

## **Student Conduct In Clinical Field Experience Courses**

### **Student in PSC Field Experience**

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

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

### **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 POLICY FOR FIELD EXPERIENCE**

### **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](http://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 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 include, but not be 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 course, unless there is a personal matter that the student request to keep confidential. If such a request is made, parties that need to know that the plan has been established will only be notified that a Remediation Plan is enacted; however, details will be withheld due to the 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 may also be 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 the supervisor's evaluations or feedback regarding necessary changes that impact client wellbeing or ethical concerns, such as, but not limited to impairment and safety issues.

It is recommended that this occurs when there is/are:

- (a) clear concerns that 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 an ethical violation or student misconduct.

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

***Suspend from Counseling Activity and Field Experience Courses***

The university supervisor, and/or site supervisor in consultant with the Field Experience Coordinator for PSC and PSC Program Director and HPC Department Chair can immediately withdraw 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 an 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) 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 is 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  
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PROFESSIONAL SCHOOL COUNSELING PROGRAM

**PROFESSIONAL DEVELOPMENT PLAN (REMEDIATION)**

(Adapted from the University of Cincinnati)

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

Student Name:

Date: \_\_

Field Experience Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Section I. Area(s) for Professional Development**

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

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

**Section II. Professional Development Activities**

For you to continue to progress toward receiving your counseling degree, the counseling faculty is collectively requiring that you engage in the following professional development activities that relate to the competencies addressed within our program's retention policy. For each competency listed there 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 V. Professional Development Activities Revised \_\_\_ check here, if revision are not needed.

Section VI. Commitment to Professional Development Plan

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

---

Date                      Student

---

Date                      Faculty Representative/Program Chair

---

Date                      Faculty Advisor



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

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:

- Supervision 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.
- Workshops/Conferences
- Coursework
- Other (please specify)
- 

If you have not received any relevant training in supervision, please read the article listed below. This article will be provided to you by the student and /or the university. This article summarizes the expectations and special considerations necessary to meet the training requirements of CACREP.

Have you now read the supervision article?       Yes       No

Wood, C., & Dixon Rayle, A. (2006). A model of school counseling supervision: The goals, functions, roles, and systems model. *Counselor Education & Supervision, 45*, 253-266.

On-Site Supervisor Printed Name

On-Site Supervisor's Signature Name

County/System

Date

\_\_\_\_\_  
 Field Placement Student's Name (Printed)

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

APPALACHIAN STATE UNIVERSITY  
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 PROFESSIONAL SCHOOL COUNSELING PROGRAM

**INTERNSHIP / PRACTICUM CONTRACT**

(Circle one)

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

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

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

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

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

1. Provide the student with an overall orientation to the school's specific services necessary for the implementation of the field experience.
2. Designate a qualified staff member to function as supervising counselor for the student.
3. The supervising counselor will provide supervision to the student that averages 1 hour per week and have bi-weekly consultation with the university supervisor.



4. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance. (A Competency Checklist & Evaluation Form are included in Field Experiences Manual)
5. The SCHOOL will involve the student in the collection and analysis of data (i.e., needs assessment, pre/post evaluations, assessment of existing data for program planning and development).

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

#### Practicum

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

#### Internship

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

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

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

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

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

### Equal Opportunity

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

### Termination

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

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

---

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

APPALACHIAN STATE UNIVERSITY  
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PROFESSIONAL SCHOOL COUNSELING PROGRAM

**PROFESSIONAL DEVELOPMENT PLAN...**

**Internship Counselor Trainee Goals**

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

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

Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor Trainee: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

APPALACHIAN STATE UNIVERSITY  
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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 must be obtained and a suggested permission form is included in the Field Placement Manual.

Individual counseling                      Yes \_\_\_\_\_ No \_\_\_\_\_

Academic advising                        Yes \_\_\_\_\_ No \_\_\_\_\_

Group counseling                         Yes \_\_\_\_\_ No \_\_\_\_\_

Classroom presentations                Yes \_\_\_\_\_ No \_\_\_\_\_

Career counseling Yes\_\_\_\_\_ No\_\_\_\_\_

Consultation services Yes\_\_\_\_\_ No\_\_\_\_\_

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

Parent conferences Yes\_\_\_\_\_ No\_\_\_\_\_

Family counseling Yes\_\_\_\_\_ No\_\_\_\_\_

Referral services Yes\_\_\_\_\_ No\_\_\_\_\_

Testing interpretation Yes\_\_\_\_\_ No\_\_\_\_\_

#### Non-Counseling Duties Involved

Scheduling Yes\_\_\_\_\_ No\_\_\_\_\_

Testing coordination Yes\_\_\_\_\_ No\_\_\_\_\_

Report writing Yes\_\_\_\_\_ No\_\_\_\_\_

Staff meetings Yes\_\_\_\_\_ No\_\_\_\_\_

Filing/record keeping Yes\_\_\_\_\_ No\_\_\_\_\_

#### Supervision Provided

Direct experience Yes\_\_\_\_\_ No\_\_\_\_\_

Individual supervision Yes\_\_\_\_\_ No\_\_\_\_\_

Group supervision Yes\_\_\_\_\_ No\_\_\_\_\_

#### Education Provided

Professional training/seminar Yes\_\_\_\_\_ No\_\_\_\_\_

In-service training Yes\_\_\_\_\_ No\_\_\_\_\_

Research opportunities Yes \_\_\_\_\_ No \_\_\_\_\_

Unique opportunities Yes \_\_\_\_\_ No \_\_\_\_\_ (Please explain)

APPALACHIAN STATE UNIVERSITY  
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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

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**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 (i.e., child, neglect, etc.) 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

\_\_\_\_\_ NCS DPI School Counselor Job Description

\_\_\_\_\_ NCS DPI Counselor Performance Appraisal Instrument

\_\_\_\_\_ Professional Development Plan

School Policies for:

\_\_\_\_\_ Discipline

\_\_\_\_\_ Attendance

\_\_\_\_\_ Suspension/Expulsions

\_\_\_\_\_ Retention

\_\_\_\_\_ Parent Involvement

13. What are the procedures related to suicidal prevention?

14. What are the reporting procedures regarding drug (e.g., methamphetamine) use by students or parents?

15. Is Crisis Prevention Institute (CPI) training required by all school counselors in the county? If so, please describe the responsibilities of the school counselors once the training has been received?

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**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 university 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 at Appalachian State University. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

Student Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

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La Universidad Estatal de los Apalaches – Departamento de Desarrollo Humano y Consejería  
Psicológico - Programa Profesional de Consejería en las Escuelas

**FORMULARIO PIDIENDO PERMISO DE LOS PADRES**

Nombre de Padre/Madre \_\_\_\_\_

Dirección \_\_\_\_\_

Número de Teléfono \_\_\_\_\_

El Departamento de Desarrollo Humano y Consejería Psicológico en la Universidad Estatal de los Apalaches lleva a cabo un curso a nivel de maestría de Orientación Práctica cada semestre. El curso de Orientación Práctica es un curso avanzado de consejería (con el foco de ofrecer servicios para ayudar estudiantes escolares en las áreas de académica, carreras y preocupaciones sociales / emocionales). Este curso es un requisito de todos los candidatos en el programa de maestría. Estos estudiantes están obligados a preparar sesiones de consejería de audio y / o video como parte de sus requisitos de este curso. Estudiantes en esta práctica reciben supervisión directa de un supervisor de la escuela y también de un supervisor de la Universidad.

Nombre de estudiante \_\_\_\_\_ me gustaría trabajar con su hijo / hija, quien es estudiante en (nombre de la escuela) \_\_\_\_\_.

Las sesiones de consejerías/ asesoramientos realizados con su hijo/a pueden ser grabado en audio y / o video y estarán revisados por mi Supervisor Universitario. El nombre de mi supervisor es \_\_\_\_\_. Todas las sesiones que están grabados estarán borrados al término de la participación de su hijo/a en el programa.

Esperamos que usted va a aprovechar de la oportunidad que su hijo sea parte de este programa. Si usted está interesado en que su hijo/a participe, por favor firme el formulario donde se indica.

Gracias por su cooperación.

Firma de Estudiante Consejero \_\_\_\_\_

Fecha \_\_\_\_\_

Firma de los padres \_\_\_\_\_

Fecha \_\_\_\_\_



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**SAMPLE CLIENT RELEASE FORM (18 years or older)**

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

I further understand that I will participate in counseling interviews that will be audiotaped and/or videotaped that may be shared during the intern's group/individual counseling sessions.

Client's signature \_\_\_\_\_

Age \_\_\_\_\_ Date \_\_\_\_\_

Student Counselor's signature \_\_\_\_\_ Date \_\_\_\_\_

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**INTERNSHIP SITE CONTACT SHEET**



Intern Name: \_\_\_\_\_

Intern School Site Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

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

Site Principal/Assistant Principal: \_\_\_\_\_

School Mailing Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

Explicit Driving Directions to the School from RCOE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

|              |     |         |     |      |
|--------------|-----|---------|-----|------|
| ES           | MS  | HS      | K-8 | K-12 |
| 504          | EC  | RTI     | EOG | EOC  |
| Parent Conf. | GRP | SS Team |     |      |
| _____        |     |         |     |      |
| _____        |     |         |     |      |
| _____        |     |         |     |      |
| _____        |     |         |     |      |

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**Confidential Case Notes (example)**

Student Client: (First Name or Initials) \_\_\_\_\_

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

Session #: \_\_\_\_\_ Type of Session: \_\_\_\_\_

Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

Presenting Problem:

Referred by:

Session Goals:

Impressions / Observations:

Date and Plan for Next Meeting:

Counselor Signature: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_

\_\_\_\_\_ Student Initials \_\_\_\_\_ Counselor Initials

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**Weekly Documentation Form for Internship**

**\*\*\* To be used in conjunction with "SCHOOL COUNSELING PRACTICUM/INTERNSHIP HOURS LOG" (Manual) \*\*\***

Name \_\_\_\_\_

Date \_\_\_\_\_

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

**Course Objectives Evidenced this Week**  
(Circle all that apply):

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

I provided one hour of supervision this week to this student intern on \_\_\_/\_\_\_/\_\_\_ at \_\_\_:\_\_\_  
CACREP Content Areas addressed were (please circle one or two that were discussed):

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

Research/Evaluation of program  
Student assessment  
School leadership  
Academic development

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

**Student's Signature****Date**\_\_\_\_\_  
**University Supervisor's Signature**\_\_\_\_\_  
**Date**

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**SCHOOL COUNSELING PRACTICUM/INTERNSHIP HOURS LOG**

~~SAMPLE~~

Intern's Name: \_\_\_\_\_ Date Turned In \_\_\_\_\_

Site/School Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

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



This log can be obtained from the university supervisor in electronic form.

|                   |                 |                        |
|-------------------|-----------------|------------------------|
| Term:             | Clinical Exper: | Practicum / Internship |
| Site:             |                 |                        |
| Site Host:        | License:        |                        |
| Indiv Supervisor: | License:        |                        |
| Group Supervisor: | License:        |                        |

**Signatures Attesting Accuracy of Information Reported**

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

| Timeline                                  | Direct Client Hours |   |   |   |   | Type of Counseling |       |             | Indirect Hours |   |   |   |   | Supervision |       |               | Time |             |                |
|---|---------------------|---|---|---|---|--------------------|-------|-------------|----------------|---|---|---|---|-------------|-------|---------------|------|-------------|----------------|
|   | Dates               | M | T | W | R | F                  | Indiv | Classr<br>m | Group          | M | T | W | R | F           | Indiv | Site<br>Group |      | CE<br>Group | Total<br>Hours |
| Week 1                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 2                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 3                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 4                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 5                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 6                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 7                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 8                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 9                                    |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 10                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 11                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 12                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 13                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 14                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| Week 15                                   |                     |   |   |   |   |                    |       |             |                |   |   |   |   |             |       |               |      | 0           |                |
| <b>Totals</b>                             | 0                   | 0 | 0 | 0 | 0 | 0                  | 0     | 0           | 0              | 0 | 0 | 0 | 0 | 0           | 0     | 0             | 0    | 0           |                |
| <b>Total Direct Counseling Hours</b>      |                     |   |   |   |   |                    | 0     |             |                |   |   |   |   |             |       |               |      |             |                |
| <b>Total Indirect Hours</b>               |                     |   |   |   |   |                    | 0     |             |                |   |   |   |   |             |       |               |      |             |                |
| <b>Total Supervision Hours</b>            |                     |   |   |   |   |                    | 0     |             |                |   |   |   |   |             |       |               |      |             |                |
| <b>Total Practicum / Internship Hours</b> |                     |   |   |   |   |                    | 0     |             |                |   |   |   |   |             |       |               |      |             |                |

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## **GUIDELINES FOR CASE PRESENTATION AND FORMAT**

### **(Example for practicum – STANDARD for Internship)**

The case presentation provides opportunities for interactive group supervision and consultation. Case presentations must include a cued audio/video tape ready to be played for the class, for about 10 to 15 minutes. Bring *two copies, one for the instructor and yourself*. You will use this form to introduce your client and assist you in discussing 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, and (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.

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**CASE PRESENTATION PEER EVALUATION FORM (example)**

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

Student Name:

Presentation #:

Date: \_\_

Salient skills that were demonstrated in this session were:

1. \_\_

2. \_\_

3. \_\_

4. \_\_

5. \_\_

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

1. \_\_

2. \_\_

3. \_\_



4.==

5.==

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

1.==

2.==

3.==

4.==

5.==

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

Demonstrates Competency: met \_\_\_\_\_ not met \_\_\_\_\_

## ~GAZDA Scoring Sheet for Case Presentation~

Intern: \_\_\_\_\_ Case Presentation Date \_\_\_\_\_

Client Initials &amp; Session Number: \_\_\_\_\_ Tape/Recording Name: \_\_\_\_\_

Minutes Covered by the Tape Script: \_\_\_\_\_ # of Total Scored Responses: \_\_\_\_\_

Average of the Intern-Scored Responses: \_\_\_\_\_

Average of the Supervisor-Scored Responses: \_\_\_\_\_

Supervisor/Scorer: Dr. \_\_\_\_\_

| <i>Response #</i> | <i>Score</i> | <i>Response #</i> | <i>Score</i> | <i>Response #</i> | <i>Score</i> |
|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| 1                 |              | 21                |              | 41                |              |
| 2                 |              | 22                |              | 42                |              |
| 3                 |              | 23                |              | 43                |              |
| 4                 |              | 24                |              | 44                |              |
| 5                 |              | 25                |              | 45                |              |
| 6                 |              | 26                |              | 46                |              |
| 7                 |              | 27                |              | 47                |              |
| 8                 |              | 28                |              | 48                |              |
| 9                 |              | 29                |              | 49                |              |
| 10                |              | 30                |              | 50                |              |
| 11                |              | 31                |              | 51                |              |
| 12                |              | 32                |              | 52                |              |
| 13                |              | 33                |              | 53                |              |
| 14                |              | 34                |              | 54                |              |
| 15                |              | 35                |              | 55                |              |
| 16                |              | 36                |              | 56                |              |
| 17                |              | 37                |              | 57                |              |
| 18                |              | 38                |              | 58                |              |

|                   |  |               |  |               |  |
|-------------------|--|---------------|--|---------------|--|
| 19                |  | 39            |  | 59            |  |
| 20                |  | 40            |  | 60            |  |
| TOTAL             |  | TOTAL         |  | TOTAL         |  |
| COLUMN<br>AVG     |  | COLUMN<br>AVG |  | COLUMN<br>AVG |  |
| Master<br>Average |  |               |  |               |  |

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**PEER SITE VISIT WRITTEN REFLECTION**

**Name** \_\_\_\_\_ **Date of Visit** \_\_\_\_\_

**Name of School Site Visited** \_\_\_\_\_

**Name of Classmate/Peer Assigned to this School** \_\_\_\_\_

**Site Visit began at** \_\_\_\_\_ **AM/PM** and ended at \_\_\_\_\_ **AM/PM**

**Written Reflection Regarding Peer Site Visit:**

\_\_\_\_\_  
**Visiting Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_

\_\_\_\_\_

**Peer/Classmate (Home Campus) Signature      Date**

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**COUNSELING SKILLS SNAPSHOT (CSS)**

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

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

*Three Strengths in this Recording:*

*Three areas for growth in this Recording:*

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**SUMMARY OF PRACTICUM/INTERNSHIP & SUPERVISORY DATA**

Name of Graduate Student \_\_\_\_\_

Dates of Internship/Practicum \_\_\_\_\_

Total Number of Direct Contact Hours \_\_\_\_\_

Total Number of Indirect Contact Hours \_\_\_\_\_

**Total Number of Hours** (not including supervision) \_\_\_\_\_

Number of Hours of Group Supervision \_\_\_\_\_

Number of Hours of Individual Supervision (site) \_\_\_\_\_

Number of Hours of Individual Supervision (university) \_\_\_\_\_ TOTAL (ALL): \_\_\_\_\_

Student Age Range Served \_\_\_\_\_ County \_\_\_\_\_

Name of School \_\_\_\_\_

School Address \_\_\_\_\_

School Phone: \_\_\_\_\_

School Supervision Information

Name of On-Site Supervisor \_\_\_\_\_

Years of School Experience \_\_\_\_\_ Highest Degree \_\_\_\_\_ Area \_\_\_\_\_

Professional Licensure/Certification \_\_\_\_\_

Training in Supervision? Yes No If yes, identify: \_\_\_\_\_

Name of ASU Faculty Supervisor \_\_\_\_\_

**Signatures and Date**

Graduate Student \_\_\_\_\_

On-Site Supervisor \_\_\_\_\_

University Supervisor \_\_\_\_\_



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**SITE EVALUATION FORM**

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

Name \_\_\_\_\_  
 Site \_\_\_\_\_ County \_\_\_\_\_  
 Dates of placement \_\_\_\_\_  
 On-Site Supervisor \_\_\_\_\_  
 Hours Completed \_\_\_\_\_ Practicum 40/60 - Internship 240/360

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

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

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

Rate all applicable experiences that you had at your site:

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

Comments: Include any suggestions for improvements in the experiences you have rated moderately(C) or very unsatisfactory (D). (\*Specific to PSC program)

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**STUDENT COUNSELOR EVALUATION OF ON-SITE SUPERVISOR**

The purposes of this form are twofold: (1) to provide feedback for improving site supervision and (2) to encourage communication between the site supervisor and the student counselor. Directions: The student counselor is to evaluate the site supervisor and the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, we suggest you share and discuss your evaluation with your On-Site Supervisor.

Name of Student \_\_\_\_\_

Name of On-Site Supervisor \_\_\_\_\_

Period covered from \_\_\_\_\_ to \_\_\_\_\_

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

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

- |  |             |
|--|-------------|
| 8. Encourages me to use new and different techniques when appropriate.                             | 1 2 3 4 5 6 |
| 9. Is spontaneous and flexible in the supervisory sessions.  | 1 2 3 4 5 6 |
| 10. Helps me define and achieve specific concrete goals for myself during the field experience.    | 1 2 3 4 5 6 |
| 11. Gives me useful feedback when I do something wrong.  | 1 2 3 4 5 6 |
| 12. Focuses on both verbal and nonverbal behavior in me and in my student clients.                 | 1 2 3 4 5 6 |
| 13. Helps me define and maintain ethical behavior in counseling and case management.               | 1 2 3 4 5 6 |
| 14. Encourages me to engage in professional behavior.  | 1 2 3 4 5 6 |
| 15. Maintains confidentiality in material discussed in supervisory sessions.                       | 1 2 3 4 5 6 |
| 16. Deals with both content and affect when supervising.   | 1 2 3 4 5 6 |
| 17. Helps me organize relevant case data in planning goals and strategies with my student clients. | 1 2 3 4 5 6 |
| 18. Offers resource information when I request or need it.   | 1 2 3 4 5 6 |
| 19. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.   | 1 2 3 4 5 6 |
| 20. Allows and encourages me to evaluate myself.   | 1 2 3 4 5 6 |
| 21. Explains his/her criteria for evaluation clearly and in behavioral terms.                      | 1 2 3 4 5 6 |
| 22. Applies his/her criteria fairly in evaluating my counseling performance.                       | 1 2 3 4 5 6 |

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

---

 Signature of Student

Date

---

 Signature of University Supervisor

Date

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**STUDENT COUNSELOR EVALUATION OF UNIVERSITY SUPERVISOR**

*\*Please mail to or place in the box of the Department Chair after the last meeting\**

The purposes of this form are twofold: (1) to provide feedback for improving university supervision.

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

Name of Student \_\_\_\_\_

Name of University Supervisor \_\_\_\_\_

Period covered from \_\_\_\_\_ to \_\_\_\_\_

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

|  | Poor Adequate Good |
|--|--------------------|
| 1. Gives time and energy in observations, tape processing, and case conferences.   | 1 2 3 4 5 6        |
| 2. Accepts and respects me as a person.  | 1 2 3 4 5 6        |
| 3. Recognizes and encourages further development of my strengths and capabilities. | 1 2 3 4 5 6        |
| 4. Gives me useful feedback when I do something well.                              | 1 2 3 4 5 6        |
| 5. Provides me the freedom to develop flexible and effective counseling styles.    | 1 2 3 4 5 6        |

- |  |             |
|--|-------------|
| 6. Encourages and listens to my ideas and suggestions for developing my counseling skills.         | 1 2 3 4 5 6 |
| 7. Provides suggestions for developing my counseling skills.                                       | 1 2 3 4 5 6 |
| 8. Encourages me to use new and different techniques when appropriate.                             | 1 2 3 4 5 6 |
| 9. Is spontaneous and flexible in the supervisory sessions.  | 1 2 3 4 5 6 |
| 10. Helps me define and achieve specific concrete goals for myself during the field experience.    | 1 2 3 4 5 6 |
| 11. Gives me useful feedback when I do something wrong.  | 1 2 3 4 5 6 |
| 12. Focuses on both verbal and nonverbal behavior in me and in my student clients.                 | 1 2 3 4 5 6 |
| 13. Helps me define and maintain ethical behavior in counseling and case management.               | 1 2 3 4 5 6 |
| 14. Encourages me to engage in professional behavior.  | 1 2 3 4 5 6 |
| 15. Maintains confidentiality in material discussed in supervisory sessions.                       | 1 2 3 4 5 6 |
| 16. Deals with both content and affect when supervising.   | 1 2 3 4 5 6 |
| 17. Helps me organize relevant case data in planning goals and strategies with my student clients. | 1 2 3 4 5 6 |
| 18. Offers resource information when I request or need it.   | 1 2 3 4 5 6 |
| 19. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.   | 1 2 3 4 5 6 |
| 20. Allows and encourages me to evaluate myself.   | 1 2 3 4 5 6 |
| 21. Explains his/her criteria for evaluation clearly and in behavioral terms.                      | 1 2 3 4 5 6 |
| 22. Applies his/her criteria fairly in evaluating my counseling performance.                       | 1 2 3 4 5 6 |

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

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**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

Midterm: \_\_\_\_\_ Final: \_\_\_\_\_

Part II: Counseling Dispositions & Behaviors

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 \_\_\_\_\_

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**STUDENT COUNSELOR'S EVALUATION OF FIELD EXPERIENCE**

(To be completed at the beginning, 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: \_\_\_\_\_



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**UNIVERSITY SUPERVISOR'S EVALUATION OF STUDENT COUNSELOR**

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

Course Semester #/ section \_\_\_\_\_ Year \_\_\_\_\_ Credit hours \_\_\_\_\_

Student Counselor's Name \_\_\_\_\_

Site Supervisor's Name \_\_\_\_\_

School's Name \_\_\_\_\_

University Supervisor's Name \_\_\_\_\_

### CCS-R Totals

Part I: Counseling Skills & Therapeutic Conditions

Mid-term: \_\_\_\_\_ Final: \_\_\_\_\_

Part II: Counseling Dispositions & Behaviors

Mid-term: \_\_\_\_\_ Final: \_\_\_\_\_

Additional comments regarding student's performance:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**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

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~~ HPC PROGRAM EVALUATION ~~

Students:

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

Thank you,  
Dr. Cathy Clark

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?

(over)

VI. Who is your advisor? \_\_\_\_\_

a. Is your advisor available during designated office hours and at other times by appointment?

b. Overall, are your advisement needs being met?

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

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

IX. Please rate your program on the following continuum:

|              |                       |                  |         |                  |                       |           |
|--------------|-----------------------|------------------|---------|------------------|-----------------------|-----------|
| Very<br>Poor | well below<br>average | below<br>average | average | above<br>average | well above<br>average | excellent |
| 1            | 2                     | 3                | 4       | 5                | 6                     | 7         |

---

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. At least once a semester this tool will be reviewed with your university supervisor.

See Attachment at the end of this manual for the CCS-R \*

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***Internship Competency CACREP Signature Assignment Assessment Rubric***  
***\*\*\* To be used in conjunction with the “School Counseling Internship Requirements” and the***  
***“PSC Grading Rubric” in PSC Field Placement Manual \*\*\****

To pass internship, students will score a “Met” on all PSC Grading Rubric competencies and a 4 or above on the end of the semester CCS-R.

| <b>CACREP Standard</b>   | <b>Competency Skill</b>   | <b>Learning Activity</b>          | <b>Type of Assessment</b>   | <b>Date of Proof &amp; PSC Grading Rubric Score</b> | <b>Verifying Faculty</b> |
|--|---|-----------------------------------|---|---|--------------------------|
| <i>SECTION 2:<br/>PROFESSIONAL<br/>COUNSELING<br/>IDENTITY</i> |   |                                   |   |   |                          |
| 2. F.  | The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum. |                                   |   |   |                          |
| 2. F. 1. h   | current labor market information relevant to opportunities for practice within the  | Supervision & artifact (2,3,4,10) | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |   |                          |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|   | counseling profession   |  |   |  |  |
| 2. F. 1. k  | strategies for personal and professional self-evaluation and implications for practice  | Counseling activities & supervision (2,4,6,7,9,10) | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 2. F. 1. l  | self-care strategies appropriate to the counselor role  | Counseling activities (2,9,10) & supervision       | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 2. F. 1. m  | the role of counseling supervision in the profession  | Counseling activities (1,2,8,10) & supervision     | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| <i>CACREP SECTION 3: PROFESSIONAL PRACTICE STANDARD</i> |   |  |   |  |  |
| 3. A  | Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.       | Adhering to CACREP internship requirement          | Proof of insurance documentation , and CCS-R (2. D Professional Dispositions)   |  |  |
| 3.B   | Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' | Counseling activities (1,2,7,8,10) & supervision   | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |

|                                  |   |   |   |  |  |
|----------------------------------|---|---|---|--|--|
|                                  | interactions with clients.  |   |   |  |  |
| 3. C                             | Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. | Counseling activities (1,2,6,7,8,9,10)<br>Supervision | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 3. D                             | Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.       | Counseling activities (1,2,3,8,9) & supervision       | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 3. E                             | In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.         | Group Counseling & supervision (1,2,7,8,10)           | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| <i>SECTION 3:<br/>INTERNSHIP</i> |   |   |   |  |  |
| 3.J                              | After successful completion of the practicum, students complete 600 clock hours of supervised counseling  | Counseling activities, supervision, artifacts (1-10)  | Internship Competency Assessment Rubric, PSC Internship                         |  |  |



|     |  |  |   |  |  |
|-----|--|--|---|--|--|
|     | internship in roles and settings with clients relevant to their specialty area.  |  | Requirements, and CCS-R   |  |  |
| 3.K | Internship students complete at least 240 clock hours of direct service.   | Counseling activities & supervision (1,2,7,8 10) | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 3.L | Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. | Supervision & artifact (8, 10)                   | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 3.M | Internship students participate in an average of 1.5 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  | Supervision & artifact (8, 10)                   | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | a student supervisor who is under the supervision of a counselor education program faculty member.                            |   |   |  |  |
| <i>SECTION 5:<br/>ENTRY LEVEL<br/>SPECIALTY<br/>AREAS -<br/>SCHOOL<br/>COUNSELING</i> |   |   |   |  |  |
| 5. G. 3. a  | Development of school counseling program mission statements and objectives  | Individual & Group Counseling, Classroom Guidance, & artifacts (2,4, 6, 7,8,10) | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. b  | Design an <u>evaluation</u> of school counseling programs   | Data project, supervision, & artifacts (2,4, 7,9)                               | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. c  | Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | Data project, supervision, & artifacts (2,4, 7,9)                               | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. g  | Strategies to facilitate school and postsecondary transitions   | Case study, individual counseling & tape scripts, & supervision (2,4, 7,8,10)   | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |

|            |  |   |   |  |  |
|------------|--|---|---|--|--|
| 5. G. 3. i | approaches to increase promotion and graduation rates                  | Individual & Group Counseling, & Classroom Guidance , & supervision (1,2,7,8,10)            | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. j | interventions to promote college and career readiness                  | Individual & Group Counseling & Classroom Guidance & supervision (1,2,7,8, 10)              | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. k | strategies to promote equity in student achievement and college access | Individual & Group Counseling, and Classroom Guidance , & supervision (1,2,7,8,10) artifact | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. n | use of accountability data to inform decision making                   | Individual & Group Counseling , and Classroom Guidance , & supervision (1,2,7,8,10)         | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |
| 5. G. 3. o | use of data to advocate for programs and students                      | Individual & Group Counseling, & Classroom Guidance & supervision (1,2,7,8, 10)             | Internship Competency Assessment Rubric, PSC Internship Requirements, and CCS-R |  |  |

APPALACHIAN STATE UNIVERSITY  
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## INTERNSHIP REQUIREMENTS

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 240 direct/360 indirect hours must be spent in providing direct service (contact with students, teachers or parents) which includes the following:
  - Individual counseling
  - Lead or co-lead small groups
  - Participate in at least parent conferences
  - Facilitate classroom presentations/activities
  - Consultation services
2. Indirect service (360 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.
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, bibliotherapy, 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 (e.g., 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 lesson, 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, and Evaluation of University Program (forms) and any other necessary forms.

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Student Signature

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University Supervisor Signature

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Date

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Date

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

**Grading Rubric for HPC 6900**

CACREP Curricular Standards are evaluated accordingly 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 determines that the "No" response is out of the student's control then a "S" or "I" may be considered. The student should consult the PSC Handbook and Field Placement Manual for further clarification should this situation arise.

The student has received the:

|   | <b>Met</b> |    |
|---|------------|----|
| 1. Required direct hours at site  | Yes        | No |
| 2. Required indirect hours at the site  | Yes        | No |
| 3. Required individual supervision hours on site  | Yes        | No |
| 4. Required university supervision group hours  | Yes        | No |
| 5. Attended group supervision on time and its entirety  | Yes        | No |
| 6. Required the necessary audio/video case presentation   | Yes        | No |
| 7. Completed all forms for each case presentation   | Yes        | No |
| 8. Completed all paperwork on time and to satisfactory standard   | Yes        | No |
| 9. Met standard on the Site Evaluation form CCS-R (competency of 4 or above)  | Yes        | No |
| 10. Met standard on the University Evaluation form CCS-R (competency of 4 or above)   | Yes        | No |
| 11. Met all legal and ethical standards of professional conduct   | Yes        | No |
| 12. Demonstrated skill and knowledge as evidenced by the<br>"Internship Competency CACREP Signature Assignment Check Sheet" | Yes        | No |
| 13. Met the PSC Program <b>INTERNSHIP REQUIREMENTS</b>  | Yes        | No |
| 14. Met the required 2 peer site visits with written reflection   | Yes        | No |
| 15. Completed all 4 internship goals (PDP) to standard  | Yes        | No |
| 16. Met the required site visit standards with live supervision opportunities   | Yes        | No |
| 17. Took, passed, and turned in PRAXIS score to Univ. instructor  | Yes        | No |
| 18. Completed all documents for internship and graduation   | Yes        | No |

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(Student Signature)

(Date)

\_\_\_\_\_ (Faculty Supervisor Signature) \_\_\_\_\_

(Date)

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

**Appalachian State University: Professional School Counseling**

Field Experience Manual Understanding and Acknowledgment

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

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

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

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

I further understand that faculty of Appalachian State University Professional School Counseling Program has the right and responsibility to monitor my academic progress, my professional behavior, my professional disposition, and my personal characteristics and during HPC 5900 and HPC 6900 my University Supervisor and the Field Experience Coordinator will speak to my site supervisor(s) throughout my experiences and use his/her evaluation to help assess and monitor my field experience. Moreover, my peers will also



give me evaluations during group and triadic supervision. Based on that monitoring, decisions about my standing in the counseling program—

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

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

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

Signature

Date =

Print name =



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

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

Student Name:

BANNER ID: \_

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

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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: \_

Copyrighted. Contact Glenn W. Lambie, Ph.D. ([Glenn.Lambie@ucf.edu](mailto:Glenn.Lambie@ucf.edu)) at the UCF Counselor Education Program regarding use CCS-R

## **Counselor Competencies Scale—Revised (CCS-R) ©** (Lambie, Mullen, Swank, & Blount, 2015)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

### **Scales Evaluation Guidelines**

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**Directions: Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors**

**per rubric evaluation descriptions and record rating in the “score” column on the left.**

### **CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)***

#### **CACREP (2016) Common Core Standards:**

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Internship (Section III, *Professional Practice*, p. 14).
- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students 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.

#### **CACREP (2016) Specialty Standards:**

- Clinical Mental Health Counseling

- Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling
  - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard c.*).
- School Counseling
  - Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

## Part I: Counseling Skills & Therapeutic Conditions

| #           | Score | Primary Counseling Skill(s)                          | Specific Counseling Skills and Therapeutic Conditions Descriptors   | Exceeds Expectations / Demonstrates Competencies (5)  | Meets Expectations / Demonstrates Competencies (4)  | Near Expectations / Developing toward Competencies (3)   |
|-------------|-------|--|---|---|---|--|
| I<br>·<br>A |       | <b>Nonverbal Skills</b>                              | <b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc.</b> ( <i>attuned to the emotional state and cultural norms of the clients</i> ) | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).                       | Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)   | Demonstrates inconsistency in his or her nonverbal communication skills.                                   |
| I<br>·<br>B |       | <b>Encouragers</b>                                   | <b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>   | Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).          | Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)       | Demonstrates inconsistency in his or her use of appropriate encouragers.                                   |
| I<br>·<br>C |       | <b>Questions</b>                                     | <b>Use of Appropriate Open &amp; Closed Questioning</b> ( <i>e.g., avoidance of double questions</i> )  | Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).          | Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).   | Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods. |
| I<br>·<br>D |       | <b>Reflecting<sub>a</sub> Paraphrasing</b>           | <b>Basic Reflection of Content – Paraphrasing</b> ( <i>With couples and families, paraphrasing the different clients’ multiple perspectives</i> )   | Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).                                 | Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).  | Demonstrates paraphrasing inconsistently & inaccurately or mechanically or parroting responses.            |
| I<br>·<br>E |       | <b>Reflecting<sub>b</sub> Reflection of Feelings</b> | <b>Reflection of Feelings</b> ( <i>With couples and families, reflection of each clients’ feelings</i> )  | Demonstrates appropriate use of reflection of feelings as a primary approach (85%).                                   | Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).  | Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client                     |
| I<br>·<br>F |       | <b>Reflecting<sub>c</sub> Summarizing</b>            | <b>Summarizing content, feelings, behaviors, &amp; future plans</b>   | Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%). | Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%). | Demonstrates inconsistency & inaccurate ability to use summarization.                                      |

| #           | Score | Primary Counseling Skill(s)   | Specific Counseling Skills and Therapeutic Conditions Descriptors  | Exceeds Expectations / Demonstrates Competencies (5)  | Meets Expectations / Demonstrates Competencies (4)   | Near Expectations / Developing toward Competencies (3)  |
|-------------|-------|---|--|---|--|---|
|             |       |   | <i>(With couples and families, summarizing relational patterns of interaction)</i>   |   |  |   |
| I<br>·<br>G |       | <b>Advanced Reflection (Meaning)</b>                                | <b>Advanced Reflection of Meaning, including Values and Core Beliefs</b><br><i>(taking counseling to a deeper level)</i>   | Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).  | Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).   | Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.  |
| I<br>·<br>H |       | <b>Confrontation</b>  | <b>Counselor challenges clients to recognize &amp; evaluate inconsistencies.</b>   | Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%). | Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity. |
| I<br>·<br>I |       | <b>Goal Setting</b>   | <b>Counselor collaborates with clients to establish realistic, appropriate, &amp; attainable therapeutic goals</b><br><i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i> | Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).  | Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).  | Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.  |
| I<br>·<br>J |       | <b>Focus of Counseling</b>  | <b>Counselor focuses (or refocuses) clients on their therapeutic goals</b> (i.e., <i>purposeful counseling</i> )   | Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).   | Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).  | Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.   |
| I<br>·<br>K |       | <b>Facilitate Therapeutic Environment: Empathy &amp; Caring</b>     | <b>Expresses accurate empathy &amp; care. Counselor is "present" and open to clients.</b><br><i>(includes immediacy and concreteness)</i>  | Demonstrates consistent ability to be empathic & uses appropriate responses (85%).  | Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).   | Demonstrates inconsistent ability to be empathic &/or use appropriate responses   |
| I<br>·<br>L |       | <b>Facilitate Therapeutic Environment: Respect &amp; Compassion</b> | <b>Counselor expresses appropriate respect &amp; compassion for clients</b>  | Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).  | Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).   | Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.  |

\_\_\_\_\_ : Total Score (out of a possible 60 points)

## Part 2: Counseling Dispositions & Behaviors



| #           | Score | Primary Counseling Dispositions & Behaviors                  | Specific Counseling Disposition & Behavior Descriptors  | Exceeds Expectations / Demonstrates Competencies (5)  | Meets Expectations / Demonstrates Competencies (4)   | Near Expectations / Developing toward Competencies (3)   |
|-------------|-------|--|---|---|--|--|
| 2<br>·<br>A |       | <b>Professional Ethics</b>                                   | <b>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>   | Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.                                | Demonstrates consistent ethical behavior & judgments.  | Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.                       |
| 2<br>·<br>B |       | <b>Professional Behavior</b>                                 | <b>Behaves in a professional manner towards supervisors, peers, &amp; clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</b> | Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.                | Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.        | Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.                           |
| 2<br>·<br>C |       | <b>Professional &amp; Personal Boundaries</b>                | <b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>   | Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.   | Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.   | Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.   |
| 2<br>·<br>D |       | <b>Knowledge &amp; Adherence to Site and Course Policies</b> | <b>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site and course policies &amp; procedures.</b>  | Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.   | Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement. | Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.          |
| 2<br>·<br>E |       | <b>Record Keeping &amp; Task Completion</b>                  | <b>Completes <i>all</i> weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>   | Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.                  | Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.                      | Completes <i>all</i> required record keeping, documentation, and tasks but in an inconsistent & questionable fashion.                  |
| #           | Score | Primary Counseling Dispositions & Behaviors                  | Specific Counseling Disposition & Behavior Descriptors  | Exceeds Expectations / Demonstrates Competencies (5)  | Meets Expectations / Demonstrates Competencies (4)   | Near Expectations / Developing towards Competencies (3)  |
| 2<br>·<br>F |       | <b>Multicultural Competence in Counseling Relationship</b>   | <b>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class,</b>   | Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. | Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.    | Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. |

|             |  |   |   |   |  |  |
|-------------|--|---|---|---|--|--|
|             |  |   | etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.  |   |  |  |
| 2<br>·<br>G |  | <b>Emotional Stability &amp; Self-control</b>     | <b>Demonstrates self-awareness and emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with clients.</b> | Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.             | Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.             | Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.          |
| 2<br>·<br>H |  | <b>Motivated to Learn &amp; Grow / Initiative</b> | <b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>   | Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development. | Demonstrates consistent engagement in promoting his or her professional and personal growth & development. | Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.         |
| 2<br>·<br>I |  | <b>Openness to Feedback</b>                       | <b>Responds non-defensively &amp; alters behavior in accordance with supervisory &amp;/or instructor feedback.</b>  | Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.   | Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.   | Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes. |
| 2<br>·<br>J |  | <b>Flexibility &amp; Adaptability</b>             | <b>Demonstrates ability to adapt to changing circumstance, unexpected events, &amp; new situations.</b>   | Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.                                 | Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.                                 | Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.                  |
| 2<br>·<br>K |  | <b>Congruence &amp; Genuineness</b>               | <b>Demonstrates ability to be present and “be true to oneself”</b>  | Demonstrates consistent and strong ability to be genuine & accepting of self & others.                                | Demonstrates consistent ability to be genuine & accepting of self & others.                                | Demonstrates inconsistent ability to be genuine & accepting of self & others.  |

\_\_\_\_\_ : Total Score (out of a possible 55 points)

### **Narrative Feedback from Supervising Instructor / Clinical Supervisor**

**Please note the counselor’s or trainee’s areas of strength, which you have observed:**

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**Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:**

---

**Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:**

---

\_\_\_\_\_  
\_\_\_\_\_  
*Counselor's or Trainee's Name (print)*  
*Date*

\_\_\_\_\_  
\_\_\_\_\_  
*Supervisor's Name (print)*  
*Date*

**Date CCS-R was reviewed with Counselor or Trainee –**

\_\_\_\_\_  
\_\_\_\_\_  
*Counselor's or Trainee's Signature*  
*Date*

\_\_\_\_\_  
\_\_\_\_\_  
*Supervisor's Signature*  
*Date*

**\* Note. If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**

