



Student Handbook
For
School Counseling

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School Counseling Handbook

This handbook is provided as a guide for students involved in practicum or internship at UWA. It is the result of collaborative efforts between the faculty of the Julia S. Tutwiler College of Education and area P-12 school personnel. The handbook contains information relative to advanced program clinical experiences at The University of West Alabama and is designed to enhance the overall experience.

Mission Statement

The University of West Alabama's mission statement for the Counseling Program is unique in that it strives to provide a brighter future for individuals, families, and communities. By training emerging counselors to:

- Celebrate creativity, knowledge, & diversity.
- Teach students to view counseling as both an art and a science by providing them with the practical tools and knowledge to help facilitate change.
- Provide students with cultural experiences to help them grow into culturally competent practitioners.
- Advocate for client well being through innovation and collaboration.
- Involving the clients in learning the resources by student involvement in providing resources in students to foster lifelong learning.
- Provide clinical skills needed to provide a wide variety of counseling services while maintaining the highest ethical and professional standards.
- Train students in knowledge and application skills that support multiple counseling service needs in a framework of national, state, and local ethical and professional standards.
- Encourage students to lead productive, responsible, and enriched lives.

Clinical Experiences

Clinical experiences are an ongoing part of all advanced programs at The University of West Alabama. These experiences provide the opportunity for candidates to apply knowledge gained in their college classrooms, to collaborate with P-12 school personnel, to practice inquiry skills, and to reflect upon experiences under the direction of practiced on-site and university supervisors.

Obtaining an internship is a collaborative process between the candidate, university designee, and P-12 personnel. A step-by-step outline of specific procedures is provided for programs in this internship handbook. Initial identification of potential sites is made by the candidate. Once the candidate has selected a site that meets the required criteria, a request for placement will be completed and submitted to the appropriate university designee. The university designee will then collaborate with P-12 personnel at the potential site to determine if the partnership is appropriate. Once a potential placement is determined to be suitable, a formal agreement will be initiated according to the procedures required for each program.

Clinical experiences are expected to take place in a diverse learning environment. Diverse settings include students with exceptionalities and students from diverse ethnic/racial, linguistics, gender, and socioeconomic groups. Placement demographic data is provided in the placement request process. This data, in addition to collaborative discussion with P-12 personnel aids the university designee in making placement decisions. Candidates who are not able to gain a diverse experience within the assigned school collaborate with the university supervisor to secure an additional placement where the diverse learning environment can be expanded. The unit requires a minimum of 15% of clinical hours be completed in the secondary placement to satisfy the diversity requirement. Upon completion of clinical experiences, candidates will document their work with diverse students on their summary logs.

UWA's School Counseling Clinical Experience

The University of West Alabama's Clinical Experiences Component contains two separate experiences, Practicum and Internship.

Prerequisites for Practicum:

CO 540 – Intro to School Counseling

CO 541 – Theories and Techniques of Counseling

CO 509 – Pre-Practicum with Residency (or CO 508 for those who began prior to 2019-2020)

Prerequisites for Internship:

CO 548 – Practicum in School Counseling

Practicum in School Counseling CO 548

Practicum involves 100 supervised clinical hours lasting at least 10 weeks with the P-12 setting with 50 hours being done in a P-6 setting and 50 hours being done in a 7-12 setting. Of the 100 hours, 40 must be in direct contact hours. This course will also require weekly supervision with both your on-site supervisor and your university supervisor.

This is to ensure that our candidates, who will be certified as a P-12 school counselor, will have experience with student across grade levels. These hours will be done as part of the CO 548 course. You are not allowed to complete the hours within the traditional term length. You must take at least 10 weeks for this experience, and you will have up to TWO full 8-week terms (16 weeks) to complete the 100 hours. A grade of "IP" (In Progress) will be assigned at the end of the enrollment term, and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An "F" will be assigned if time expires, and the course will need to be repeated.

Internship in School Counseling – CO 579

Internships involve 600 supervised clinical hours. Of the 600 hours, 240 must be direct contact hours.

CO 579 Internship - all 600 clinical hours are done within the CO 579 course.

The internship courses can last a maximum of five terms. The following deadlines are in place to ensure that your final internship grade can be posted to the transcript by the end of the term listed below.

If you need to finish the course by:

Summer One Term - June 1st is the deadline

Summer Two Term - July 15th is the deadline

Fall One - September 15th is the deadline

Fall Two - November 15th is the deadline

Spring One - February 15th is the deadline

Spring Two - April 15th is the deadline

Again, a grade of “IP” (In Progress) will be assigned at the end of the enrollment term, and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An “F” will be assigned if time expires, and the course will need to be repeated.

Before You Begin

Before you can begin planning your practicum or internship site, you will need to have a background check and provide proof of liability insurance.

Background Check

All students in the counseling program must have a clear criminal history background check. This was most likely completed at the time of admission to Graduate School.

According to the Alabama State Code, "...any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457." Rule 290-3-3-.02(5)(a).

This rule applies to both campus and online students in the State of Alabama and Out of State residents.

Questions may be directed to the UWA Teacher Certification Office at 205-652-3421.

Liability Insurance

All students in School Counseling Practicum and Internships must have a current membership in The American School Counseling Association (ASCA). ASCA provides complimentary professional liability insurance to ASCA Master's Level Students. For more information, visit www.schoolcounselor.org

Locating a Practicum or Internship Site

Candidates are responsible for initial contact with potential practicum and internship sites. Once you have narrowed your search down, and have a placement in mind, the UWA Clinical Experiences Office will reach out to the potential site, and UWA and the local school system collaborate to design the most effective placements for students.

Selecting an appropriate site is essential for the greatest benefit. Students should discuss possible sites with their advisors early in their program. The first term during which a counseling candidate is enrolled is not too early to begin thinking about practicum and internship placements. As the candidate and his/her mentor construct a degree plan, they will be projecting times for practicum and internship which will assist the candidate in planning well in advance.

Please note, for Internship, professional school counseling candidates must be in a P-12 school setting.

Early Placement

The reason to start finding a placement early is that you will have lots of time to visit sites, meet potential supervisors, and file forms with the University. It can take several weeks or longer before everything is in order.

Locating a Possible Site Supervisor

The following are some suggestions when starting your search process.

School Counseling students can consult local listing of schools (public, private, charter) as long as the school is regionally accredited.

Ask other students if they know of any possibilities. Network!

- Before you move forward with an interview, check these two things:
- Can the site meet all of my needs as a practicum student/intern?
- Does the Potential Supervisor actually have all of the required qualifications?

Can The Site Accommodate Your Needs?

Students must select sites with some of these questions in mind:

- Is the Potential On Site Supervisor willing and able to supervise you weekly?
- Can you accrue the required number of direct contact hours?
- Is it possible to earn the total number of hours?

Interns also need to consider the types of experiences available to you at a potential site. If you are a school counseling student, find out what the duties of the school counselor at that school entail.

- Will you be more of an administrator, or a counselor?
- Does the school counselor conduct individual and group sessions with students?
- Will you be expected to conduct classroom lessons?
- Does the school counseling program follow the ASCA National Model?

Does the Potential Site Supervisor Have the Correct Qualifications?

Site Supervisors must meet the following requirements:

- Hold a minimum of a Master's degree
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in, e.g. Licensed Professional Counselor, Licensed School Counselor, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, Licensed Psychologist, etc. For example, a site supervisor within the school setting must be a Certified School Counselor or state equivalent)
- Have a minimum of three years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students
- Have relevant training in counseling supervision. UWA will provide a two-part Webinar Workshop that supervisors will need to attend.

Making Initial Contact with A Potential Site and Supervisor

1. Find out the protocol for the school system you are exploring. Some systems have a coordinator at the system level who coordinates placements. Other systems allow individual schools to make decisions. Make sure you begin with the appropriate source. Find out if your needs match the policies of that particular system. For example, is a part-time internship possible? Do I need to take a leave of absence to be approved for a placement? Is there paperwork that must be filed to formally request placement?
2. Next, when possible, you should convey interest and utilize all modes of communication. You should call, email, and visit the site personally OR follow the previously discussed protocol for requesting a placement based on the guidelines of the potential site.
 - a. Contact the possible site supervisor or other appropriate contact. Prior to the initial meeting send them via email or pony express:
 - i. A cover letter explaining your request (see Appendix for sample letter)
 - ii. A copy of your resume
 - iii. Copy of the Advanced Clinical Placement Request for School Counseling Practicum & Internship
3. Set up an interview/meeting with the possible site supervisor at the site. Prior to the meeting familiarize yourself with your responsibilities, the site supervisor's responsibilities, and the responsibilities of your site.

These can be found on the Advanced Clinical Practice Placement Request form.

How to Behave During a Practicum or Internship Interview

- Present yourself professionally (appropriate interview attire)
- Bring necessary items, e.g. resume, etc.
- Display good posture
- Do not chew gum

- Practice appropriate eye-contact
- Listen attentively
- Smile enough to convey your interest and positive attitude
- Sound enthusiastic and interested, yet sincere
- Turn-off all electronic devices
- Send a thank you letter, email, etc. thanking the potential site/supervisor for their time and consideration. Handwritten notes are always special.

Interview Questions That May Be Asked of You

- What are your expectations for this Practicum/ Internship experience?
- How do you handle conflict or stress?
- You disagree with how your supervisor has rated your skills/development/performance at your site. How would you handle this?
- What are your areas of growth and what are your strengths?
- Why are you interested in completing your Practicum/ Internship at our facility?
- What do you hope to gain from your Practicum/ Internship?
- What is your experience working with diverse populations?
- What are your future career goals?
- Explain the qualifications of an on-site supervisor.
- Tell me about UWA's counseling program:
 - What courses have you taken?
 - What is expected of an intern?
 - How long is an internship?
 - What is expected of a Site Supervisor?

- Is there a training program for the Site Supervisor?
- What questions do you have about this site?

Interview Questions You May Want to Ask

- What will my duties be?
- Have you ever supervised a Practicum/ Internship student before and if so, what was your experience? If not, what is your expectation?
- Will you be able to meet my program's requirements?
- What are your licensing/credentials, experience, and supervision training?
- Tell me about your site's population demographics.
- What can you tell me about your school, agency, practice, etc.
- What experiences can you provide me with as a Practicum/Internship student?
- Sites have the option of offering or declining to offer a student intern applicant a placement.

Additional Site Notes

Some sites may require job orientation/ training, background checks, and drug testing before a student can begin the work experience. Know the process so you don't lose valuable time.

Find out if your site requires a written contract between the site and University that is above and beyond the Practicum/ Internship Registration document. If so, follow up with your University Supervisor for assistance.

CO 508 – Finalizing Your Practicum or Internship

In this course you will need to begin taking formal action to begin your clinical experiences. Applications are located in the Practicum & Internship Manual and on the School Counseling Program Information section in BlackBoard.

1. Once you have confirmed that the agency/site is willing to seriously consider you, complete and submit a UWA Agreement for Practicum or Internship. Make sure you have all of the signatures. Candidates will need to complete a form for each placement being requested.
2. Email the Agreement to Sara Reynolds at sreynolds@uwa.edu who will review the information. The school/system and counseling faculty will collaborate, and approve or deny the request as appropriate. If the placement is not a good fit, the candidate will be notified as to why and the process will start again. Ms. Reynolds will notify you of the decision.
3. Once your site is approved, you are eligible begin the placement following the guidelines set forth in your course syllabus and other related information. You will have all of the specific information required for each course provided for you by your professors within the courses. Placements cannot begin PRIOR to the term in which you are enrolled in the appropriate course.
4. Please note that the courses for practicum and internship do not last for the 8-week term, but are extended to give you more time. Practicum courses last at least 10 weeks, and can last 16 weeks (2 terms) and internships can last 1 calendar year (5 terms).

Note: If you are doing your Practicum or Internship at multiple locations under different supervisors, you will need to submit additional UWA Agreements for Practicum or Internship for each site. If you are using the same supervisor for multiple sites, you do not need to submit an additional agreement.

Practicum Requirements

- 100 clock hours of clinical experience under supervision.
- At least 40 clock hours of direct service with clients/students, including individual & small group.
- Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- One hour per week of onsite supervision
- One and a half hours per week of university supervision
- Audio/video tapes or live supervision of counseling
- On Site Activity Plan
- Ethics Assignments
- Midterm Evaluation by Site Supervisor
- Submission of counseling hours
- Self-Reflection Journal
- Final evaluation by Site Supervisor

Internship Requirements

- 600 clock hours of supervised clinical experience
- At least 240 clock hours of direct service with clients/students, including individual & small group
- Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- One hour per week of onsite supervision
- One and a half hours per week of university supervision
- Audio/video tapes or live supervision of counseling
- On Site Activity Plan
- Ethics Assignments
- Midterm Evaluation by Site Supervisor
- Submission of counseling hours
- Internship Journal
- Final evaluation by Site Supervisor

Direct and Indirect Contact Hours

Direct contact hours include any activity in which the intern or practicum student is meeting face-to-face with students. Examples of direct contact hours:

- individual counseling
- group counseling
- classroom guidance lessons
- Sitting in on the site supervisor's individual or group sessions is considered direct contact hours.

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with students. Examples of indirect contact hours:

- supervision hours
- record keeping
- filing of records
- planning sessions
- consultation
- attending in-services
- attending conferences
- working with parents or teachers

Remember that the emphasis is for direct contact hours to include the actual face-to-face meeting with the student and the provision of some school counseling service. If there is a question about how to categorize an activity, please contact your University Supervisor.

Summer Hours for School Counselors

A frequently asked question is how to get summer internship hours.

When planning summer hours, remember that you must have 240 of DIRECT service (providing counseling directly to students).

Many school counselors work throughout the summer, and interns are allowed to work alongside the on-site supervisor.

Please note: If your summer placement does not include a student population, then you will need to make sure that direct hours are done throughout the regular school year. If students are not available, you can only accrue indirect hours.

The following situations cannot be used for summer placement hours.

- Camp Counselor
- Vacation Bible School
- Volunteering at various summer enrichment programs (library story time, Boys & Girls Clubs, Boy & Girl Scouts)
- Working at a daycare
- Going on field trips with students

The reasons are:

- It is not in a school setting
- You are not being supervised as a school counselor

Praxis

As part of your degree requirements, you will need to complete the Praxis II Professional School Counselor Exam (5421). You may register for this exam on the ETS website:

www.ets.org/praxis. The test code is 5421 and the passing score (as of 1/2019) is 156. This exam serves as your Comprehensive Exam for the School Counseling Program.

Students in states other than Alabama may need to take additional exams to become certified in their state (ex. Georgia). Be sure you check with your state to be up to date on their requirements.

UWA recommends that you take the PRAXIS two terms before graduation.

Site Supervisor Access

Your Site Supervisor does not have to be at your exact internship site at all times, but the site supervisor must be readily accessible at all times and they must be on staff with the school district in which you are completing your practicum/internship. You must also have administrative supervisor approval. In addition, you must have access to some form of supervision at all times while on site and this should be reflected in your Supervision Plan. As your site supervisor is the first person to be contacted in the event of a client-related emergency it is crucial that you have quick and reliable access to your site supervisor. This can be phone access to supervision, if it is formally arranged, to be utilized in the event of an emergency. The chain of command for contacting supervisors for problems on the site is: a) site supervisor; b) alternative site supervisor; c) practicum or internship university supervisor; d) alternative university supervisor; e) university program chair.



Counseling Forms



Advanced Clinical Placement Cover Letter

Your Name

Current Street Address
Current email address • Phone
Permanent Address • City, State • Zip
Code

Today's Date

(Name and address of contact)

Dear _____:

In the upcoming months, I will be completing the coursework for my Master of Arts degree in School Counseling from the University of West Alabama. I am currently searching out various internship opportunities and was wondering about the possibility of doing a **(100 hour Practicum or 600 hour Internship – enter the appropriate hours)** with **(enter school district or agency name, as well as semester and year for interest)**. My interest in this position stems from **(list reason for interest)**. Please consider this, my resume, and the attached Advanced Clinical Placement Request for School Counseling Practicum & Internship Form as my application.

In addition to my Master's degree, I received **(insert degrees, dates, and institutions)**. **Insert sentences about personal characteristics that will appeal to an employer. Insert leadership positions currently held both in the community and the school, and professional development/organization membership. Insert a summary of why the employer would want you to work for them. Also, in this paragraph, how you found out about the internship can be mentioned (It can be helpful to use someone's name if they work for the company/school).**

I am very interested in an internship position with **(enter school district or community agency)**. I have enclosed my resume for you to review. If you desire further information, I can be reached at **(enter phone number here)**. Thank you for your time. I look forward to hearing from you.

Sincerely,

Your Name Here

UWA Confidentiality Agreement

As a student or faculty member you may be allowed access to the records of students, employees, or research subjects. Information specific to students, employees or subjects from any source and in any form, including, but not limited to, paper records, oral communication, audio/video recording, electronic display, and research data files is strictly confidential.

Access to confidential students/subjects information is permitted only on a need-to-know basis and limited to the minimum amount of confidential information necessary to accomplish the intended purpose of the use, disclosure or request.

It is the policy of the UWA Julia S. Tutwiler College of Education that students, faculty, and staff of the School shall respect and preserve privacy and confidentiality of students/subjects information, regardless of the agency to which the student or faculty is assigned.

Violations of this policy include, but are not limited to:

- **accessing confidential information that is not within the scope of your assignment;**
- **misusing, disclosing without proper authorization, or altering confidential information;**
- **disclosing to another person your password for accessing electronic confidential information or for physical access to restricted areas or using another person's password for accessing electronic confidential information or for physical access to restricted areas ;**
- **intentional or negligent mishandling or destruction of confidential information;**
- **disclosing confidential information, verbally, electronically, or otherwise, to others who are not considered need-to-know personnel.**
- **leaving a secured record unattended;**
- **attempting to access a secured application or restricted area without proper authorization or for purposes other than official business;**
- **failing to take proper precautions for preventing unintentional disclosure of confidential information; or**
- **failing to properly secure research data files.**

Violation of this policy by students, faculty or staff assigned to any school may constitute grounds for corrective action up to and including loss of school privileges, academic or employment suspension, or termination from the School in accordance with applicable school

or University procedures. Violation of this policy by any member of UWA's student body, faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the School and the agency.

Unauthorized release of confidential information may also subject the violator to personal, civil, and/or criminal liability and legal penalties.

I have read and agree to comply with the terms of the above statement and will read and comply with all agency and Julia S. Tutwiler College of Education policies and standards relative to confidentiality and information security.

Printed Name of Intern: _____

Signature and Date



UWA Agreement for Practicum/Internship in School Counseling

Term of Enrollment

Fall 1 ___ Fall 2 ___ Spring 1 ___ Spring 2 ___ Summer 1 ___ Summer 2 ___

Course of Enrollment

CO 548 ___

CO 579 ___

Candidate Information:

Name of Candidate	
Home Address	
UWA Email	
Other Email	
Personal Phone	
Work Phone	

Site Information:

Name of Site	
Address	
Site Phone	

On-Site Supervisor Information:

Name of On-Site Supervisor	
Phone	
Email Address	
Mailing Address	

Site Supervisor Educational Information

Degree(s) Held in Counseling Field	
Type of Counseling Certification	
Date of Original Certification in Counseling	

*Site supervisors must have the following qualifications:

- A minimum of a Master’s degree and professional educator certification in school counseling, three years of experience, and be currently employed as a school counselor.
- Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

School Diversity Data

List the percentages of categories below within the requested site.

White		Free Lunch	
Black		Reduced Lunch	
Hispanic		ELL	
American Indian		SPED	
Mixed Race			
Not Known			

Agreement Information:

PURPOSE

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of school counseling.

The University of West Alabama agrees:

1. to assign a University faculty liaison to facilitate communication between the University and the placement site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or University occur;
4. to be responsible for the assignment of a fieldwork grade and
5. to inform students of, and support individual site laws, policies and procedures such as background searches and the destruction of supervision tapes when needed.

The Practicum/Internship Site agrees:

1. to assign a supervisor who has appropriate credentials, time, and interest for training the Candidateship student;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (see Suggested Practicum and Internship Activities page);
3. to provide a copy of the site supervisor's appropriate license or certification when appropriate;
4. to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
5. to provide supervisory contact which involves some examination of the student's work using audio/visual tapes, observation, and/or live supervision and
6. to provide written evaluation of student based on criteria established by the University.

Learning Objectives – Site Supervisor:

Please identify the expectations for the practicum/internship candidate. In your discussion with the candidate please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the candidate accomplish while working in your school.

These objectives can serve as a helpful scale by which to evaluate the candidate's progress. Please be as specific as possible.

1.

2.

3.

Approved by:

On-Site Supervisor

Date

Superintendent of Schools or Principal

Date



School Counseling Internship Plan

Learning Objectives – Site Supervisor:

Please identify the expectations for the practicum/internship candidate. In your discussion with the candidate please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the candidate accomplish while working in your agency. These objectives can serve as a helpful scale by which to evaluate the candidate’s progress. Please determine 3 main goals for the candidate during internship.

Sample Goal: Address Bullying Issues	Plan for Accomplishing Goal: Survey Parents, Provide Small Groups, provide Large Group Guidance on the topic, and lead a parent workshop.
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Goal 1:	Plan for Accomplishing Goal:
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Goal 2:	Plan for Accomplishing Goal:
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Goal 3:	Plan for Accomplishing Goal:
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School Counseling Internship Plan Activities

The following are the main categories of activity required for school counseling interns. Use the worksheet on the next page to create your own activity plan for your site. Be sure to describe how you will evaluate your activities.

Type of Activity	Description of Activity
Individual Counseling	Topics include emotional, career, personal/social concerns. Should have opportunity to see & maintain a caseload throughout internship
Small Group Counseling	Specify identified topics, age range, and projected start and end dates.
Classroom Lessons	Specify identified topics, grade levels and projected start and end dates.
Consultation	Describe plans for being available to parents and teachers. Identify particular groups you might target (such as teachers/parents of students you will serve in groups).
Experiences with Diverse Populations	Describe plan to provide services to clients with exceptionalities and clients

	from diverse ethnic, racial, gender, and socioeconomic groups.
Other Related Counseling & Guidance Activities	These are to be arranged with your site supervisor. Examples include observing classrooms, child study team meetings (RTI), peer helper programs, helping with program planning and evaluation, community relations, learning about test interpretation
Site Supervisor Meetings	Minimum is 1 hour per week

School Counseling Activity Plan

Type of Activity	Description of Activity	Evaluation of Outcomes
Individual Counseling		
Small Group Counseling		
Consultation		

Experiences with Diverse Populations		
Other Activities		
Site Supervisor Meetings		

Intern Signature

Date

On-Site Supervisor Signature

Date

Consent to Record



We, the parents/guardian of

acknowledge and approve of our child being seen by the school counselor or counselor intern. The counselor may engage our child in any counseling services deemed appropriate in encouraging positive educational and social development.

We understand that that the intern is an advanced-level graduate student in the Department of Counseling at the University of West Alabama and will audio/videotape counseling sessions for supervision purposes.

The tape will be reviewed by the University supervisor and peer group members of the supervision course to evaluate the intern's counseling practice. The tape will be erased after supervision.

If you have any questions about this form, please contact _____.

Parent signature & Date



Small Groups Sample Parent Letter

Dear Parents,

My name is _____ and I am working on my Master's Degree in School Counseling at the University of West Alabama. I am looking forward to completing my degree and becoming an elementary counselor!

UWA is a rigorous program that requires interns to have 240 direct contact hours directly with students. These hours are completed by providing individual, group, and classroom guidance under the direct supervision of the on site counselor.

Could you please help me in acquiring my hours? I need to run small groups with 4-6 children. I will be focusing on this social skill. Group sessions will be lots of fun, and activities may include drawing, role-playing, relaxation exercises, and practicing new behaviors.

Please note that your child was not selected because they are displaying any problem behaviors. My site supervisor recommended your child because you are the type of parent who is always supportive of school endeavors. She thought that you would not have a problem giving permission for participation.

UWA requires that my small groups be taped. These tapes are viewed by my professor for evaluation and then destroyed. I will set up the camera in a way that it focuses on me and my activities rather than on your child.

As the parent, you can always feel free to contact me or my site supervisor with any questions (put contact info here). I would be honored to work with your child as I continue on my journey to become a school counselor.

In order for your child to participate in a group, I will need to have written permission from you. Please complete the attached form and return to the school counselor.

Sincerely,

Your Name



School Counseling Hours Log

Name:	Site:
Supervisor:	Dates:

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Direct Hours						
Individual Counseling						
Group Counseling						
Classroom Guidance						
Career Counseling						
Assessment Interviews						
Parent Meeting/ Conferences						
Substance Abuse Intervention						
Crisis Intervention						
MFE/IEP with Student/Parent						
Consultation						
Direct Hours Total:						
Indirect Hours						
Conferences & Workshops						
Develop Program Materials						
Reviewing Audio/ Video Tapes						
Contact with Agencies/Colleges						
Faculty/Staff Meetings						
Test Admin. & Coordination						
In-Service						
Record Keeping						
Individual Supervision						
Group Supervision						
Observation of Students						
Scheduling Activities						
Making Referrals						
Other (specify)						
Indirect Hours Total:						
All Hours Total:						

Intern Signature & Date: _____ Supervisor Signature & Date: _____

School Counseling Internship Evaluation Form



(students are to be evaluated by the Site Supervisor at 300 hours and at 600 hours)
Based on 2016 CACREP School Counseling Practice Standards

___ Midterm

___ Final

Student's Name: _____

Site Supervisor's Name/Site: _____

University Supervisor's Name: _____

Date of Evaluation: _____

Evaluator: (Circle one) Self/Student Site Supervisor University Supervisor

Please circle the rating that best describes your evaluation of the particular competency:

- **2 = Exceeds Expectations:** the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning counseling student) knowledge, skills, and dispositions in the specified skills or professional dispositions.
- **1= Meets Expectations / Demonstrates Competencies:** the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and in the specified counseling skills or professional disposition.
- **0 = Does Not Meet Expectations:** the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified skill or professional disposition.

I Please circle the rating that best describes your evaluation of the particular competency.

Demonstrates the ability to develop school counseling program mission statements and objectives	0	1	2
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Demonstrates the ability to design and evaluate school counseling programs	0	1	2
Develops the ability to provide core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	0	1	2
Develops and implements interventions to promote academic development	0	1	2
Uses developmentally appropriate career counseling interventions and assessments	0	1	2
Demonstrates effective techniques of personal/social counseling in school setting	0	1	2
Demonstrates strategies to facilitate school and post-secondary transitions	0	1	2
Demonstrates skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement	0	1	2
Develops and implements approaches to increase promotion and graduation rates	0	1	2
Develops and implements interventions to promote college readiness	0	1	2
Develops and implements strategies to promote equity in student achievement and college access	0	1	2
Demonstrates techniques to foster collaboration and teamwork within schools	0	1	2
Develops and/or implements strategies for implementing and coordinating peer intervention programs	0	1	2
Uses accountability data to inform decision making	0	1	2
Uses data to advocate for programs and students	0	1	2

Total Raw Score (30 possible): _____

II COUNSELOR CHARACTERISTICS AND PROFESSIONALISM

Establishes effective relationships with students	2	1	0
Establishes effective relationships with staff	2	1	0
Professionalism	2	1	0
Resourcefulness	2	1	0
Enthusiasm for roles as an intern	2	1	0
Appropriately receives and uses feedback	2	1	0
Consults with supervisors as appropriate	2	1	0
Openness to diversity	2	1	0

Total Raw Score (16 possible): _____

Please answer the following questions:

1. Please elaborate on my/the student's primary strengths.
2. Please elaborate on my/the student's primary area for growth.
3. What additional suggestions/comments do you have for further development as a counselor?

Intern Signature & Date

Supervisor Signature & Date

Student Self-Reflection Tape Review Form: Individual Session

Your Name:	Site:	Supervisor:
Date of Session:		

Brief client(s) background information (demographics, presenting concern):

Brief summary of the session (theoretical approach, techniques used, etc.):

Your focus (goals) in **this** session:

Conceptualization (your interpretation of what is happening with the client(s)):

What you feel went well in this session, and why:

What you would have done differently, and why:

Issues you would like to discuss in supervision:

Student Signature: _____

Supervisor's Tape Critique Form: Rating Scale for Individual Session

Supervisor Name	Site:	Intern:
Date of Session:		

Directions: Circle the number that best represents the skill level of the counselor-in-training: 5 (high) to 1 (low)

Opening:

Was opening unstructured, friendly, and relaxed? Did the counselor discuss confidentiality? Did the counselor provide structure for the session?

5 4 3 2 1

Remarks:

Rapport:

Did the counselor establish good rapport with client? Was the tone of voice warm and respectful?

5 4 3 2 1

Remarks:

Interview Responsibility:

If not assumed by counselee, did counselor assume appropriate level of responsibility for the conduct of the counseling? Did counselor or counselee take initiative?

5 4 3 2 1

Remarks:

Interaction:

Were the counselee and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?

5 4 3 2 1

Remarks:

Acceptance/Openness/Genuineness:

Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?

5 4 3 2 1

Remarks:

Use of Theoretical Approach:

Did the counselor use a theoretical approach (SFBC, choice theory,) to assist the student? If so, note which theory the counselor was using.

5 4 3 2 1

Remarks:

Goal Setting:

Did counselor appear to be helping student arrive at his/her own goals? Were the goals realistic? How does the counselor plan to monitor progress toward goals? How will the student know if he/she is accomplishing the goals that have been set.

5 4 3 2 1

Remarks:

Closing:

Was the closing initiated by the counselor? Was it done smoothly and warmly?

5 4 3 2 1

Remarks:

General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview

How well did the counselor conduct the interview?

5 4 3 2 1

Remarks

ADDITIONAL COMMENTS:

Supervisor Name Printed: _____

Supervisor Signature: _____

Date: _____

Student Self-Reflection Tape Review Form: Small Group and Classroom Guidance

Your Name:	Site:	Supervisor:
Date of Session:		

Brief client(s) background information (demographics, presenting concern):

Brief summary of the session (theoretical approach, techniques used, etc.):

Your focus (goals) in **this** session:

Conceptualization (your interpretation of what is happening with the client(s)):

What you feel went well in this session, and why:

What you would have done differently, and why:

Issues you would like to discuss in supervision:

Student Signature: _____

Supervisor's Tape Critique Form: Rating Scale for Small Groups and Classroom Guidance

Supervisor Name	Site:	Intern:
Date of Session:		

Directions: Circle the number that best represents the skill level of the counselor-in-training: 5 (high) to 1 (low)

Opening:

Was opening unstructured, friendly, and relaxed? Did the counselor discuss confidentiality? Did the counselor provide structure for the session?

5 4 3 2 1

Remarks:

Rapport:

Did the counselor establish good rapport with client? Was the tone of voice warm and respectful?

5 4 3 2 1

Remarks:

Interview Responsibility:

If not assumed by counselee, did counselor assume appropriate level of responsibility for the conduct of the counseling? Did counselor or counselee take initiative?

5 4 3 2 1

Remarks:

Interaction:

Were the counselee and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?

5 4 3 2 1

Remarks:

Acceptance/Openness/Genuineness:

Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?

5 4 3 2 1

Remarks:

Use of Theoretical Approach:

Did the counselor use a theoretical approach (SFBC, choice theory,) to assist the student? If so, note which theory the counselor was using.

5 4 3 2 1

Remarks:

Goal Setting:

Did counselor appear to be helping student arrive at his/her own goals? Were the goals realistic? How does the counselor plan to monitor progress toward goals? How will the student know if he/she is accomplishing the goals that have been set.

5 4 3 2 1

Remarks:

Closing:

Was the closing initiated by the counselor? Was it done smoothly and warmly?

5 4 3 2 1

Remarks:

General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview

How well did the counselor conduct the interview?

5 4 3 2 1

Remarks

ADDITIONAL COMMENTS:

Supervisor Name Printed: _____

Supervisor Signature: _____

Date: _____

School Counseling Intern Evaluation of Site & Site Supervisor

This completed evaluation will only be shared with your site supervisor after your relationship has been terminated. If shared, it will be used as an educational tool to provide feedback for their growth as an intern supervisor. If you do not want your supervisor to see the evaluation, check the box below. Please be constructive in your comments so as to assist these supervisors in their growth and support of future graduate interns.

() Please do not share this evaluation with my site supervisor.

Intern's Name:
Site Supervisor's Name:
Placement:

1. Did you have an office in which to work with students? Yes No
 - a. If no, did you have access to an office space in which to meet with students privately?
 Yes No
 - b. Describe office set-up:

2. Were you provided
 - a. An orientation to the school campus, office and school policies? Yes No
 - b. An introduction to school staff at a faculty meeting? Yes No
 - c. Individual introductions to school staff as you began your work with students? Yes No
 - d. Qualifying feedback:

3. Were you provided training on the Student Information System (SIS)? Yes No
 - a. Did you use the system? Yes No

4. What was your individual student caseload?
 0-5 students 6-10 students 11-15 students 16 and up.
5. Did you consistently receive 1-hour of supervision from your supervisor? Yes No
- a. Did you consult with your supervisor regularly about the students on your caseload
 Yes No
- b. Clarifying feedback:
6. How is the school implementing the National Standards for School Counseling? (check all that apply)
- a. Classroom guidance lessons Yes No c. Small support groups Yes No
- b. One-on-one interventions Yes No d. Data Collection Yes No
- c. Program evaluation Yes No
- d. Describe your role if any, in the above activities (co-presenter, data collector, etc.)
7. Did you attend any of the following meetings/conferences? (check all that apply)
- IEP
- Faculty meeting Parent/student/teacher conferences
- Special Education Meetings
- District-wide Professional Development
- State or National Association Professional Development
8. How would you rate your supervisor's skills in the following areas as it relates to mentoring and supervising?
- a. Time Management skills Poor Fair Good Excellent
- b. Organization skills Poor Fair Good Excellent
- c. Communication skills Poor Fair Good Excellent
- d. Feedback skills Poor Fair Good Excellent
- e. Comments:

9. Would you recommend this supervisor to another graduate student? Why/why not?

10. Would you recommend this site to another graduate student?