



The University of West Alabama  
School Counseling  
Master's Program Handbook  
2024 - 2025

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To Students and Prospective Students:

Welcome to the School Counseling / Guidance and Counseling Master's Program at The University of West Alabama. This handbook serves as a guide with valuable information for you as a current or prospective student. It was developed and revised based on student recommendations and years of faculty experience.

This handbook is updated yearly. We value your feedback about program procedures, policies, and practices, so be sure to discuss any potential changes with your advisor. Our faculty members honor your opinions and depend on you to keep us informed about how the program is serving you.

Based on your major and last name, students admitted to the School Counseling or Guidance and Counseling track are assigned a faculty mentor. Your faculty mentor is well-prepared to serve in their role, has a full grasp on the curricular program, and has a strong understanding of the process (for both full-time and part-time students) to navigate the program, including understanding the purpose and timing of clinical placements. In addition, your faculty mentor will be aware of the resources available to you.

If, after reading this handbook, you have questions, contact your faculty mentor or Dr. Necoal Driver, Coordinator of Clinical Experiences, with any questions related to your UWA experience.

Sincerely,

Full-Time Counseling Faculty:

Dr. Candice Ashley (School Counseling Mentor for Student Last Names Beginning With A-K)

Dr. Patrick Davis (School Counseling Mentor for Student Last Names Beginning With L-Z)

Dr. Necoal Driver

Dr. Penny Hamblin

Dr. Jason Harshberger

Dr. Kelly Owenby

Dr. Pamela Rochester

Dr. April Upshaw

Dr. Brad Willis

# Meet The Faculty



Department Chair

Dr. Jerri Ward-Jackson serves the College of Education at the University of West Alabama, the chair of the Department of Instructional Leadership and Support and the graduate program coordinator for the Learning, Design, and Technology program. With over 15 years of experience in technology education and distance learning, she is a respected leader in online teaching, instructional design, faculty training, and online student orientations. A national presenter, she has shared her expertise at renowned technology conferences, including the International Society for Technology in Education (ISTE) and the Association for Educational Communications & Technology (AECT), among others. She believes that distance learning and online technologies are some of the most transformative contributions to education, providing countless students with new opportunities for success.



Professor

Dr. Necoal Driver is an experienced Counselor Educator with over 24 years in the field. She holds a Ph.D. in Counselor Education and Supervision from Auburn University and is a Licensed Professional Counselor in Alabama. Dr. Driver's teaching approach promotes insight, change, and a safe, non-judgmental learning environment. She is dedicated to helping students meet course expectations and achieve their educational goals. Dr. Driver is deeply involved in the Alabama Counseling Association, having served in various leadership roles for over 25 years. She is passionate about professional development and mentoring students. Outside of work, she enjoys cooking, walking, college football, and traveling.



Professor

Dr. Brad Willis is a core faculty member in the clinical mental health counseling program at The University of West Alabama. He has a PhD in Counselor Education from the University of Alabama. He is a licensed professional counselor in the state of Alabama and is a board-approved licensure supervisor. He is a master certified practitioner with TypeCoach international. He has a particular interest in the diagnosis and treatment of ADHD in school-aged children. He also has a strong professional and personal interest in the study of psychological type.

# Meet The Faculty



Professor

Dr. Owenby received her bachelor's degree from Troy University with a major in psychology and a minor in human services. She received her master's degree in clinical mental health counseling from the University of Sarasota and her doctorate degree in counseling education and supervision from Capella University. She has been teaching since 2015 and has taught at Kaplan University (adjunct), Purdue University Global (adjunct), Capella University (graduate instructor), and the University of West Alabama (full-time faculty). Dr. Owenby joined the UWA team in August 2018. She began working in mental health in 1998 and has been a master's level counselor since 2001. Dr. Owenby was originally licensed in Florida as a Licensed Mental Health Counselor (LMHC) and is currently licensed as a Licensed Professional Counselor (LPC) in Alabama and Georgia and is a Licensed Professional Counselor Supervisor (LPC-S) in Alabama. Dr. Owenby has been married for over 25 years, has two beautiful daughters, 21 and 17, and lives in Chelsea, AL which is a suburb of Birmingham, AL.



Professor

Dr. Jason Harshberger is a licensed professional counselor in the state of Wyoming and joined the UWA faculty in 2024. Jason's areas of passion include teaching and mentoring and working with substance abuse clients. Jason has lived in Wyoming for the majority of his life. Jason also holds a Master's of Divinity degree. Jason is married and has a blended family that consists of 5 teenagers!



Professor

Dr. April Upshaw-Branch earned a Bachelors from Auburn Montgomery in Psychology, Masters in Community Counseling from Troy University-Phenix City, and Ph.D. in Counselor Education from Auburn University. She has had a nearly 20 year career as a mental health clinician and professor. Although she has served adults, most of her career has served children in or at-risk of foster care services. She has provided care to this population at almost every stage of the process.



# Meet The Faculty



Professor

Dr. Penny Lane Hamblin is a licensed psychotherapist and counselor educator with extensive experience since 2015. She specializes in trauma treatment, using a trauma-informed approach and trauma-specific therapies like EMDR and Trauma-Focused CBT, especially with adolescents. Her private practice, PLC Counseling, PLLC, was established in 2019. Dr. Hamblin emphasizes the mind-body connection in healing, using mindfulness and body awareness techniques to address trauma. She also works with young adults dealing with anxiety, depression, phobias, and PTSD. Her holistic approach focuses on healing the mind, body, and soul, empowering individuals through their recovery journey.



Professor

Dr. Ashley is a Licensed Professional Counselor Supervisor, National Board-Certified Counselor, and School Counselor with a passion for teaching online and running a private counseling practice. She earned her undergraduate and two master's degrees from Sam Houston State University, including a Master of Education in Curriculum and Instruction and a Master of Education in Counseling. She holds a PhD in Counseling Education and Studies from Capella University. Dr. Ashley received multiple academic honors and graduated Magna Cum Laude. She is an active member of several professional organizations, including the American Counseling Association and the Texas Counseling Association.



Professor

Dr. Davis earned a doctorate in Counseling and Counselor Education from Texas A&M University-Commerce. He has over 25 years of counseling and teaching experience serving in University, public schools, substance abuse, and hospital/mental health settings. He currently serves as a counselor educator, school counselor licensed mental health counselor (private practice), and Board Approved counselor supervisor. Dr. Davis' areas of interest include substance abuse, sexual abuse, unresolved emotional injury, relationships, adolescent issues, and grief/loss. Dr. Davis has presented at professional conferences on topics ranging from closing the academic achievement gap to non-suicidal self-injury to working with adolescent sexual offenders.

# Mission

Our Counseling Program strives to provide a brighter future for individuals, families, and communities. We do this by training emerging counselors to:

- Celebrate creativity, knowledge, & diversity.
- View counseling as both an art and a science by providing them with the practical tools and knowledge to help facilitate change.
- Grow into culturally competent practitioners by providing students with cultural learning experiences.
- Advocate for client well-being through innovation and collaboration.
- Involve the clients in learning the resources needed to foster client self-efficacy.
- Utilize clinical skills related to a wide variety of counseling services while maintaining the highest ethical and professional standards.
- Know and apply skills that support multiple counseling services needs in a framework of national, state, and local ethical and professional standards.
- Lead productive, responsible, and enriched lives.

## School Counseling Objectives

Upon successful completion of the program, all students will be able to:

- Articulate the elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
- Demonstrate knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions.
- Demonstrate knowledge of human growth and development and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and in multicultural contexts.
- Demonstrate knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem-solving.
- Demonstrate knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.
- Demonstrate a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes.
- Demonstrate knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process.
- Demonstrate knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills.
- Articulate the role and practice of the school counselor in a professional setting.



# Program Admission Requirements

## Phase I: Graduate School Admission

- Meet the requirements to be admitted to the School of Graduate Studies.
- Provide verification of background clearance/fingerprints.
- Hold valid baccalaureate level certification in a teaching field or a valid master's level professional educator certificate in another area of instructional support. Two years of satisfactory educational experience is required prior to admission. (Not required for Guidance & Counseling majors)

Note: Educational experience is defined as teaching experience and instructional support experience, including full-time educational work in (1) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (2) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (3) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher, or in positions such as substitute teacher, aide, or clerical worker, shall not be considered.

## Phase II: Counseling Program Admissions Portfolio

Candidates must submit a portfolio to the program for review by the faculty admissions committee. The portfolio allows a candidate to provide valuable information regarding:

- Relevance of career goals
- Aptitude for graduate-level study
- Potential success in forming effective counseling relationships.
- Respect for cultural differences.

The application includes:

- Resume including educational background, a record of employment, and volunteer activities.
- Professional goals essay
- Three completed Recommendation for Admissions Forms
- Video Interview

# Faculty Mentoring

Your Faculty Mentor is a full-time faculty member in the counseling program at UWA. Your Faculty Mentor will work with you during your entire time in the program. \* *Your faculty mentor will not replace your academic advisor but can work with you to complement the services offered by academic advising.*

**Your faculty mentor will assist in your socialization into the counseling programs and the counseling profession in the following ways:**

- Introduce you to relevant persons, processes, and resources within the graduate system.
- Help you understand your responsibilities as an adult learner.
- Provide support and encouragement to you as you transition into the role of a graduate student.
- Assist you to make connections with graduate faculty whose expertise is within your area of interest.
- Assist you with specific questions you may have about the profession.
- Assist you with specific remediation strategies if you are struggling.

**Your Faculty Mentor can assist in curriculum guidance in the following ways:**

- Help you understand the conceptual basis of the curriculum.
- Assist you with course planning.
- Help you identify conferences and seminars relevant to your education and career goals.

**You can expect the following from your Faculty Mentor:**

- To respond to any question regarding the program (i.e., course planning, field experience, and/or the comprehensive exam).
- To monitor your progress in the program and discuss any concerns during mentor/mentee meetings.
- To complete a minimum of three mentor/mentee meetings which are required and graded assignments in CO 540, CO 509, and CO 545.
- Address any concerns regarding your progress in the program.
- Evaluate professional dispositions during each of the three required mentor/mentee meetings.
- Encourage participation in professional counseling organizations, counseling workshops/seminars, and explore ways to develop your counselor identity.

**What your faculty mentor expects from you:**

- Communicate with your faculty mentor regarding problems, issues, or circumstances that might prevent you from successfully completing the courses and program.
- Meet the professional dispositions of the counseling profession.
- Attend scheduled meetings or notify your mentor in a timely manner if a scheduled meeting needs to be rescheduled.

If you have any questions about the Faculty Mentor Program, please contact your mentor or Dr. Necoal Driver, Program Coordinator of Counseling Programs at [ndriver@uwa.edu](mailto:ndriver@uwa.edu)

**Courses that need to be taken BEFORE registering for pre-practicum**

CO 500 Professional Orientation (MANDATORY FIRST COURSE)  
CO 540 Intro to School Counseling (MANDATORY SECOND COURSE)  
CO 541 Theories and Techniques of Counseling  
CO 546 Group Counseling  
Total hours: 12

**Courses that need to be taken BEFORE registering for practicum**

Students should take CO 509 the semester before beginning Co 548, Practicum.  
CO 544 Strategies of Crisis Intervention  
CO 520 Psychopathology  
CO 509 Pre-Practicum in Counseling with Residency (full campus-based semester)  
CO 543 Counseling Children and Adolescents  
Total hours: 12

**Course that must be completed BEFORE registering for Internship**

CO 548 Practicum (full campus-based semester)  
CO 552 Foundations in School Counseling  
ED 504 Techniques of Educational Research  
Total hours: 9

**Other Courses that must be completed**

CO 506 Life-Span Development and Learning  
CO 542 Career Development and Counseling  
CO 545 Diagnostic Techniques in Counseling  
CO 547 Counseling Multicultural Populations  
CO 503 Legal and Ethical Issues in Counseling  
CO 549 Internship 1 (full campus-based semester; 300 on-site hours; 3 credit hours)  
CO 590 Internship 2 (300 on-site hours; 3 credit hours)  
Elective  
Elective  
Total hours: 27

Grand total of hours: 60

**\*\*If you plan to obtain a state license in any state other than Alabama, you need to review that state's licensing board's educational requirements BEFORE you take any electives. Some states require the completion of courses not included in the required courses listed above. You can fulfill that state's course requirement by using the two electives (6 semester hours) to take those courses. Please contact your mentor if you have any questions about what elective you need to take based on the state where you plan to get licensed.**

# Counseling Programs Standards Crosswalk

WA Program Objective	CO 500	CO 501	CO 506	CO 509	CO 540	CO 541	CO 542	CO 543	CO 544	CO 545	CO 546	CO 547	CO 548	CO 558	CO 579	CO 589	ED 504
<b>PLO 1 – Professional Orientation and Ethical Practice – Professional Orientation and Ethical Practice</b> Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served. (CACREP 2F.1.d,i.)	X	X		X	X								X	X	X	X	
<b>PLO 2 – Social and Cultural Diversity</b> Students will have knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions. (CACREP 2F.2.a,b,d.)		X			X				X		X	X	X	X	X		
<b>PLO 3 – Human Growth and Development</b> Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning. (CACREP 2F.3.e,g.)			X					X									
<b>PLO 4 – Career Development</b> Students will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving. (CACREP 2F.4.c,f,i.)							X										

# Counseling Programs Standards Crosswalk Continued

WA Program Objective	CO 500	CO 501	CO 506	CO 509	CO 540	CO 541	CO 542	CO 543	CO 544	CO 545	CO 546	CO 547	CO 548	CO 558	CO 579	CO 589	ED 504
<b>PLO 5 - Helping Relationships</b> Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship. (CACREP 2F.5.b,i.)				X	X		X						X	X	X	X	
<b>PLO 6 – Group Work</b> Students will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes. (CACREP 2F.6.b,f.)								X			X						
<b>PLO 7 – Assessment</b> Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning. (CACREP 2F.7.e,i.)		X				X				X							X
<b>PLO 8 - Research and Program Evaluation</b> Students will demonstrate an understanding of research methods to inform evidence-based practice. (CACREP 2F.8.a,j.)		X			X					X							X
<b>PLO 9 - CMHC</b> <b>The Clinical Mental Health Counseling</b> Student will articulate the role and practice of the clinical mental health counselor in a professional setting. (CACREP 5C.1.c; 2.d.)	X	X															

# Counseling Programs Standards Crosswalk Continued

WA Program Objective	CO 500	CO 501	CO 506	CO 509	CO 540	CO 541	CO 542	CO 543	CO 544	CO 545	CO 546	CO 547	CO 548	CO 558	CO 579	CO 589	ED 504
<b>PLO 10 - School Counseling</b> <b>The School Counseling</b> Student will articulate the role and practice of the school counselor in a professional setting. (CACREP 5G.1.b; 2.a.)	X				X												



# Program Completion Requirements

- A cumulative grade-point average of no less than 3.25 on a four-point scale on all work attempted with no grade less than a “C”. \*Those seeking counseling licensure in Arkansas cannot have a C on their transcript for this program.
- A passing score on the comprehensive exam. School Counseling students must receive at least a 156 on the School Counselor Praxis Exam (5422).
- Completing a practicum for 100 clock hours and 600 clockhours of an internship supervised jointly by a Site Supervisor and a UWA counseling program faculty member.

## Comprehensive Examination

All counseling students are required to pass a comprehensive examination. Successful completion of a comprehensive exam is part of the graduation requirements. Students enrolled in the School Counseling program must pass the School Counselor Praxis Exam (5422) with a minimum score of 156.

School Counseling students may register for this exam on the ETS website:

- <https://www.ets.org/praxis>. The test code is 5422. UWA recommends that School Counseling students take the Praxis two terms before graduation.

## Liability Insurance

All students in School Counseling Practicum and Internship must have a current membership in The American School Counseling Association (ASCA). ASCA provides complimentary professional liability insurance to ASCA’s Master’s Level Students. For more information, visit [www.schoolcounselor.org](http://www.schoolcounselor.org). Once you join ASCA in CO 509, you must keep your membership current until you graduate.

# UWA's School Counseling Clinical Experience

The University of West Alabama's Clinical Experiences Component contains three separate experiences: Residency, Practicum, and Internship. These experiences provide the opportunity for candidates to apply knowledge gained in their courses, collaborate with school counseling personnel, practice counseling skills, and reflect upon experiences under the direction of practiced on-site and university supervisors.

Clinical experiences are expected to take place in a diverse learning environment. Diverse settings include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

## Pre-Practicum CO 509 – Residency

CO 509, Pre-Practicum, is the first step in the Clinical Experiences journey. CO 509 is a required experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients. CO 509 is a full semester course (two back-to-back online terms) taught three times yearly: Fall, Spring, and Summer.

CO 509 requires attending a four-day residency on our campus. All UWA Counseling students must be prepared to attend the residency. No virtual attendance option will be provided. The on-campus residencies run from Thursday – Sunday.

Should you need to fly out on Sunday, please schedule as late as possible to allow yourself plenty of travel time. The residency usually ends around 2:00 pm Central on Sunday.

### 2024-2025 Residency Dates:

October 17-20, 2024

April 3-6, 2025

June 26-29, 2025

### Coursework Details:

The course will open in Blackboard at the start of the semester you are registered.

There will be a course schedule just like in all your other classes. Prior to the on-campus portion of the course, you will have reading and viewing materials that will better prepare you for the on-campus coursework.

During the residency, students will spend the majority of their time in lectures, seeing skill demonstrations, and practicing skills. Students will also participate in a group experience with classmates.

Following your departure, you will have several graded assignments to submit. These will consist of videos of demonstrations of skills learned during the week and other "wrap-up" assignments due within approximately 10 days following the conclusion of the residency.

# Pre-Practicum CO 509 - Residency Continued

## Lodging:

Students within driving distance are welcome to commute back and forth to residency each day. However, most students prefer to stay on or near campus. Specific lodging options vary from term to term and will be provided to you upon registration for CO 509.

## CO 509: Practicum Site & Supervisor Approval

In CO 509, you will need to begin taking formal action to prepare for starting the practicum. Obtaining a site placement for a practicum or internship is a collaborative process between the student, the field experience coordinator (Dr. Necoal Driver), and the school district personnel. The student makes the initial identification of potential sites and the site supervisor. For information on obtaining a site placement, see Locating a Practicum or Internship Site a few sections below this section.

We expect students to start looking for potential sites and supervisors by the second week in CO 509. By the midpoint of CO 509, students should have located potential site(s) and site supervisor(s).

Students can consider placements already approved with in the UWA Site Placement Directory found in Tevera, or a new placement can be requested.

Once a potential site is identified, if students have any questions about whether or not the site and/or the potential site supervisor are acceptable, they need to contact their mentor and/or the clinical experiences coordinator to determine if the site or supervisor meets the requirements. If it is deemed a viable placement, students will then submit the necessary documents within Tevera.

In Tevera, go to site placements and complete the following forms:

- Request for Placement Form
- Student Liability Insurance Document
- Site Supervisor Registry and Agreement
  - Site Supervisors must review the UWA Site Supervisor Training material, which you can download from your Program Information shell and email to them. They must complete the training prior to completing the Site Supervisor Registry and Agreement form.
- Site Supervisor's School Counseling Certificate

## Practicum/Internship Site Approval

- Once the student signs all forms, the site principal AND the site supervisor, the Clinical Experiences Coordinator (Dr. Necoal Driver) will review your site and your site supervisor. The Clinical Experiences Coordinator will let you know if your site is approved, typically within five days.
- If after five (5) days you have not heard from the Clinical Experiences Coordinator, you may email her for an update (ndriver@uwa.edu). It is possible that your site will not be approved. If this happens, you will need to find another site, complete the necessary paperwork, and resubmit in Tevera. The Clinical Experiences Coordinator will assist you with this process.

Once final approval is granted, students are eligible to enroll in CO 548 Practicum. Students are not allowed to be enrolled in CO 548 without an approved site in Tevera. On the Friday prior to each term, any student enrolled in the CO 548 course without an approved site in Tevera will be dropped from the class. Students may not begin to record hours OR engage with clients prior to the start of the term in which they are enrolled in the CO 548 course. Prior to the start of the term, students may go to their site for orientation (if required by the site), but the time spent in orientation prior to the start of the term cannot be counted in the 100 hours of required practicum work at the site. If students attend orientation at their approved site AFTER the term begins, those hours may be counted as indirect training hours.

**Practicum courses last 2 terms. Internship 1 lasts for a full campus-based semester. Internship 2 is also a campus-based semester.** Students who do not complete all 600 hours of internship during the two internship courses will be required to register and pay for continuing internship experience each subsequent term needed

- Please be aware: If you are doing your Practicum or Internship at multiple schools under different supervisors, you will need to submit an additional request for each site into Tevera.

## Site Supervisors

To be approved as a Site Supervisor, the proposed site supervisor must:

- Hold a minimum of a Master's degree.
- Hold relevant certifications and/or licenses (For example, a Site Supervisor within the school setting must be a Certified School Counselor or state equivalent).
- Have a minimum of two years of pertinent professional experience in the specialty area and be currently practicing in that specialty area.
- Have knowledge of UWA's expectations, requirements, and evaluation procedures for students and training.
- Have received relevant counselor supervision training, which can be met by reviewing the UWA Site Supervisor training, which can be found in the Handbook section of the School Counseling Program Information shell in Blackboard.

The Site Supervisor serves as a mentor to the student by facilitating the student's integration into the clinical system. Common activities performed by a Site Supervisor include:

- Orienting the student to organizational policies and procedures.
- Allowing students to observe and co-lead individual, small group, and classroom guidance.
- Assisting the student in school and professional development activities.
- Facilitating the student's efforts to fulfill the required practicum and internship activities.

The Site Supervisor has final authority for all decisions and/or actions taken about the student's roles and activities while engaging in practicum or internship activities within the organization. While the Site Supervisor is not responsible for the final grade of a practicum or internship student, they will be asked to formally evaluate the student's performance on various counseling skills. They will also submit a mid- point and final report regarding the student's clinical experience via an online platform. The site supervisor will also collaborate with the university supervisor on a regular schedule throughout the placement.

# Pre-Practicum CO 509 - Residency Continued

## Site Supervisor Training

UWA provides training for Site Supervisors, which is currently included in the Site Supervisor Handbook. It is the student's responsibility to provide a copy of the Site Supervisor Handbook to their Supervisor prior to Practicum and Internship. The handbook and other important information are housed in the Program Information shell in Blackboard.

## Before You Begin Practicum & Internship

Before you can begin planning your practicum or internship site, you will need to have a background check. All students in the counseling program must have a clear criminal history background check. This was completed at the time of admission to Graduate School.

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

## University Supervision Requirements for Practicum and Internship Students

Practicum and Internship require that you attend University Supervision via Zoom each week. University Supervision lasts 1.5 hours weekly. When you register for practicum or internship, you can see what sections are available. Each section shows the day and time of supervision. Try to select a day and time that works best for you. Attendance is mandatory. Plan so you don't have other obligations during that time.

## Practicum in School Counseling (CO 548)

Practicum involves obtaining 100 supervised clinical hours over two full academic terms (i.e., Fall 1/Fall 2, Spring 1/Spring 2, etc.) within the P-12 setting, with 50 hours being obtained in a P-6 setting and 50 hours in a 7-12 setting. Splitting hours across both school levels is to ensure that our candidates, who will be certified as P-12 school counselors, will have experience with students across grade levels. Of the 100 hours obtained in practicum, 40 must be direct student contact hours (20 at the P-6 level and 20 at the 7-12 level). Practicum also requires weekly supervision with both your on-site Supervisor and your university supervisor.

You will have TWO full terms to complete the 100 hours and must be active at your site for both terms (16 weeks if practicum is being completed in two 8-week terms OR 12 weeks if practicum is being completed in two 6-week summer terms).



# Practicum in School Counseling (CO 548) Continued

## Practicum Grade:

- A grade of “IP” (In Progress) will be assigned at the end of the first term and remain in place until the end of the second term. At that time, the grade will be changed to the appropriate letter grade.
- An “F” will be assigned if time expires, and the course will need to be repeated.
- If a student is terminated from their practicum site, an “F” will be assigned, all hours accrued will be lost, and the course will need to be repeated.

## Prerequisites for Internship in School Counseling:

- CO 548 – Practicum in Counseling
- ED 504 – Educational Research

## Internship in School Counseling (CO579)

The internship in School Counseling consists of two courses: Internship 1 and Internship 2. These two courses require students to obtain a total of 600 supervised clinical hours. Of the 600 hours, 240 must be direct contact hours. \*Note: Internship hours may not be obtained prior to the start of the internship course. Any practicum hours obtained over the 100 hours required may not count toward internship hours.

Students must complete 100 hours in grades P-6 and 100 hours in grades 7-12. The remaining 400 hours can be completed in P-6 or 7-12.

**Internship 1 and 2 are both campus-based semester courses; the two courses combined will be the equivalent of four online terms.** Students who do not complete all 600 hours of internship during the two internship courses will be required to register and pay for continuing internship experience each subsequent term needed.

## Internship Grade:

- An “F” will be assigned if time expires, and the course will need to be repeated.
- If a student is terminated from their internship site, an “F” will be assigned, all hours accrued will be lost, and the course will need to be repeated.

# Practicum in School Counseling (CO 548) Continued

## Direct and Indirect Contact Hours

Direct contact hours include any activity in which the practicum or internship 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

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

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

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

## Practicum, Internships, and Tevera

### What is Tevera?

UWA and Tevera have partnered to help facilitate Practicums and Internships. Tevera allows you to:

- Search for approved field sites that complement your professional interests and personal strengths.
- Apply for and confirm your field placements online.
- Track your hours toward graduation.
- Run time-tracking reports for your site and university supervisors to approve.
- Automate the process for submitting site evaluations and other program assessments.

# Practicum, Internships, and Tevera Continued

## How Do I Access Tevera?

Students will be required to purchase Tevera as part of the CO 540 Introduction to School Counseling course. The cost for Tevera is \$228.00. Instructions on how to purchase Tevera are provided in CO 540.

To learn more about using Tevera while in the program, students can begin exploring anytime.

- In your web browser, visit [uwa.tevera.app](http://uwa.tevera.app) and find the Student Hub to get an overview of Tevera's benefits.
- Add [noreply@app.tevera.com](mailto:noreply@app.tevera.com) to your Contacts to ensure that you receive the registration email.

## Locating a Practicum or Internship Site

While the assignment of the school sites is a joint effort between the student, university, and site, students are responsible for identifying and contacting potential practicum and internship sites to begin finding appropriate potential sites to further explore. Although it is the student's responsibility to locate and secure a practicum and internship placement, the field experience coordinator and the student's faculty mentor can help any student struggling to find a placement within their community. Please do not hesitate to reach out to the field experience coordinator or your faculty mentor if you have tried long and hard to find your own placement without success.

Selecting an appropriate site is essential for the greatest benefit. Students should discuss possible sites with their faculty mentor 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 student and the faculty mentor construct a degree plan, they will be projecting times for practicum and internship, which will assist the candidate in planning well in advance. 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. If you can secure a practicum or internship site prior to taking CO509, then you are well ahead of the game.

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

## Helpful Suggestions for Locating a Practicum or Internship Site

School Counseling students can conduct a browser search of schools (public, private, charter) in their area and determine if 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 have all of the required qualification

## Can The Site Accommodate Your Needs?

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

- Is the potential 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. You will need to have a variety of experiences, including individual, small group, classroom guidance and other types of professional development.

## Making Initial Contact with A Potential Site and Supervisor

- 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 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 place?
- 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.
  - Contact the possible Site Supervisor or other appropriate contact. Prior to the initial meeting, send them a letter explaining your request and a copy of your resume.
- Set up an interview/meeting with the possible Site Supervisor at the site. Prior to the, familiarize yourself with your responsibilities, the Site Supervisor's responsibilities, and the responsibilities of your site.

# Sample Placement Cover Letter

Your Name

Current Street Address Current email address • Phone Number

Permanent Address • City, State • Zip Code

Today's Date

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 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

# Practicum, Internships, and Tevera Continued

## How to Behave During a Practicum or Internship Interview

- Present yourself professionally (in 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?



# Practicum, Internships, and Tevera Continued

## Interview Questions You Will 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 experiences can you provide me with as a Practicum/Internship student?

## Additional Notes

Remember, sites have the option of offering or declining to offer a student intern applicant placement. In either case, be gracious.

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.

## Memorandums of Agreement

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 the Clinical Experiences Coordinator for assistance.

If you are requesting placement in the Mobile School District, contact Dr. Necoal Driver (prior to approaching the district.)

## Summer Hours for School Counselors

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

When planning summer hours, remember that you must have either 40 (Practicum) or 240 (Internship) direct contact hours.

Many school counselors work throughout the summer, and interns are allowed to work alongside the on-site supervisor. If your on-site supervisor does not work during the summer and is not available at the school, you cannot complete hours at that site.

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.

# Practicum, Internships, and Tevera Continued

## Professional Development

Students are encouraged to join and maintain membership in professional counseling organizations. Such memberships offer students additional learning opportunities and allow the students to be introduced to the professional world of counseling. Through engagement with professional counseling organizations, students will be exposed to professional issues and leaders in the counseling profession. Membership in some professional counseling organizations offers students the opportunity to join email lists that provide access to job postings as well as access to professional development training. Below is a list of names and websites of different professional counseling organizations:

Alabama Counseling Association (<http://www.alabamacounseling.org>)

American Association for Counselor Education and Supervision (<https://acesonline.net>)

American Association for Marriage and Family Therapy (<https://www.aamft.org>)

American Counseling Association (<https://www.counseling.org>)

American Mental Health Counseling Association (<http://www.amhca.org>)

American Rehabilitation Counseling Association (<https://www.arcaweb.org>)

American School Counseling Association (<https://www.schoolcounselor.org/About-ASCAs>) NAADAC

The Association of Addiction Professionals (<https://www.naadac.org>)

Southern Association of Counselor Education and Supervision (<https://saces.wildapricot.org>)

\*\* Each state has its own counseling association. It is recommended that school counseling students join the professional counseling association of the state if they intend to pursue certification.

## Student Retention and Dismissal Policy

### The University of West Alabama Counseling Programs

This policy applies to all students enrolled in the Counseling Programs in the College of Education.

As part of meeting the program objectives set forth in the Department of Counseling Program Student Handbooks and Graduate Catalog, students are expected to conduct themselves in an ethical, responsible, and professional manner. This process is to ensure students demonstrate appropriate progress toward developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training. Student progress is routinely monitored and discussed during faculty meetings and in consultation with other faculty members.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

# Student Retention and Dismissal Policy

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, clinical sites, and all verbal and written communication, including:

- Follow all academic requirements as outlined in the Graduate Catalog
- Demonstrate fitness in their interactions with others as measured on the Counseling Student Evaluation Standards, which include the following competencies:
  - Follows ethical and legal considerations
  - Displays multicultural competence
  - Open to new ideas
  - Aware of own impact on others
  - Responsive, adaptable, and cooperative
  - Receptive to and uses feedback
  - Responds to conflict appropriately
  - Accepts personal responsibility
  - Expresses feelings effectively and appropriately
  - Dependable in meeting obligations
  - Conform to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

## **The Evaluation Process:**

Students' competence is evaluated using the Counseling Student Evaluation Standards and documented with the Counseling Students Evaluation Form. All students will be reviewed by individual faculty using the Standards during CO509, Pre-practicum in Counseling, CO548/558, Practicum, CO579/589, Internship, and as necessary throughout the program.

Admission to the program does not guarantee fitness to remain in the program. In addition, a review may be initiated on any student at any time if a faculty member, staff, course instructor, program mentor, or field supervisor believes the student has displayed behavior that suggests the student does not possess sufficient competency in one or more criteria. Faculty also may initiate a review at any time for:

- Students who engage in illegal or unethical behaviors,
- Students who present a threat to the well-being of others, or
- Students who violate the UWA Student Code of Conduct, or any other applicable UWA policies or procedures, or any other Counseling Programs policies or procedures.

# Student Retention and Dismissal Policy

In such cases, depending upon the circumstances, the evaluation process may result in the student being dismissed from the Counseling Program without the opportunity for remediation. Faculty members, staff, course instructors, program mentors, and field supervisors may evaluate all students according to these standards. Students will have the opportunity to participate and respond at each step of the process. Performance on the standards will be rated on a scale of 1 (Unacceptable) to 3 (Target) as described in the Standards. A rating of 2 or 3 on all standards will indicate competence. The Evaluation Form will then be shared with the student. A rating of 1 on any of the standards will initiate the following procedure:

- The student will be contacted to schedule a meeting to review the Evaluation Form. The meeting will be held with the issuing faculty member unless the process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others or violated the UWA Student Code of Conduct (in which case, the meeting will be held with a faculty review committee, as outlined in Step 3 below). The student has five business days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the fifth business day, the matter will proceed to step 3 below.
- At the meeting, the issuing faculty will review the Evaluation Form with the student and discuss a remediation plan. Within ten business days after the meeting, the issuing faculty will provide a final copy of the remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five business days to review, sign, and return the remediation plan. Failure of the student to sign and/or return the remediation plan by the close of business on the tenth business day will not impede the process and may be considered during the process.

The remediation plan may include the following:

- Specific competency(ies) from the Standards which require(s) remediation,
- Specific recommendations to achieve remediation,
- Specific requirements to demonstrate remediation efforts have been successful, and 4. A specific deadline for subsequent monitoring to evaluate progress.

The student and issuing faculty may retain copies of the signed Evaluation Form and remediation plan. During the remediation process, the issuing faculty member may refer the student to a faculty review committee.

A faculty review committee will be convened if:

- The process was initiated because the student engaged in illegal or unethical activities presented a threat to the wellbeing of others, or violated the UWA Student Code of Conduct,
- A student fails to respond to the issuing faculty's request to schedule a meeting to review the Evaluation Form,
- A student fails to show reasonable progress in the remediation plan, or
- A student receives more than one Evaluation Form rated 1 during his or her Program of Study

# Student Retention and Dismissal Policy

The student will be required to meet with the faculty review committee in accordance with the procedures described on the previous page. The faculty review committee may consult with any of the full Department of Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Counseling Program. The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

All faculty review committee decisions for a student's dismissal from the Counseling Programs will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the Academic Dean. The student may make a first appeal of the committee's decision to the Department Chair. Should an additional appeal be requested, a final appeal can be made to the Academic Dean of the College of Education. The final decision will be forwarded to the Dean of Graduate Studies.

## **Student Dismissal:**

The following circumstances constitute some cases of “unsatisfactory” performance and will result in dismissal from the program without an opportunity for remediation or improvement.

If a student's GPA remains a 3.25 GPA by the end of the online term or campus semester in which, the student was placed on Academic Probation per the policies of the UWA Graduate School.

- A student earns a D and/or F or WF in the same course two times
- A student earns three grades of W, WP, and/or WF
- Failure to successfully meet all requirements of the student's improvement plan
- Any serious ethical violation or unprofessional behavior as determined by the governing laws, professional codes of ethics.