



**Southern Connecticut State University**

# **Practicum & Internship Handbook**

**Counseling and School Psychology**

**School Counseling**



**Last Revised: 9/26/2011**

# ***School Counseling***

## **Practicum and Internship Handbook**

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Thank you to all faculty who assisted in the development of our handbook! A special thanks to the University of West Georgia for sharing their handbook with our program.

# Table of Contents

Introduction.....	1
Checklist for School Counseling Practicum.....	2
Checklist for School Counseling Internship .....	3
Preparation.....	4
Pre-requisites: .....	4
Enrollment in Courses: .....	4
Site Selection: .....	5
Background Check and Fingerprinting.....	7
Interviewing at a Site:.....	7
Site Orientation: .....	8
Starting your Practicum / Internship: .....	8
Liability Insurance:.....	8
Expectations for Site Supervisors .....	8
Expectations for Coordinator of Field Placement and Supervision .....	9
Expectations for Practicum Faculty Supervisors.....	9
Expectations for Internship Instructors .....	10
Helpful Hints .....	11
Professional Considerations .....	12
Ethical Guidelines: .....	12
Confidentiality: .....	12
Audio and Video-Recording:.....	13
Personal Challenges:.....	13
Supervision and Feedback: .....	14
Supervision Preparation: .....	14
Self Care.....	15
Physical: .....	15
Social:.....	15
Emotional: .....	16
Spiritual:.....	16
Recreational:.....	16

Helpful Hints .....	17
Counseling Practicum .....	18
Format and Content of Practicum .....	18
Required Hours for Practicum .....	18
Practicum Objectives .....	19
<i>General Skills:</i> .....	19
Specific Skills: .....	20
Practicum Site .....	22
Direct and Indirect Services .....	22
Grading .....	26
Evaluation .....	26
Helpful Hints .....	27
Counseling Internship .....	28
Format and Content of Internship .....	28
Required Hours For Internship .....	28
Internship Objectives .....	29
General Skills: .....	29
Specific Skills: .....	29
Internship Site .....	30
Direct and Indirect Services .....	30
<i>Direct Services:</i> .....	32
<i>Indirect Activities:</i> .....	33
Clinical Supervision: .....	33
Grading .....	34
Evaluation .....	34
Helpful Hints .....	35
Final Words... .....	36

# Appendices

**Appendix A:** School Counseling Practicum / Internship Application Form

**Appendix B:** Verification of Liability Insurance

**Appendix C1:** School Counseling Practicum Contract

**Appendix C2:** School Counseling Internship Contract

**Appendix C3:** School Counseling Internship Length Verification

**Appendix D:** School Counseling Weekly Log Sheet

**Appendix E:** School Counseling Semester Log Sheet

**Appendix F1:** School Counseling Practicum Student Evaluation

**Appendix F2:** School Counseling Internship Student Evaluation

**Appendix G1:** School Counseling Student Evaluation of Site

**Appendix G2:** School Counseling Student Evaluation of Site Supervisor

**Appendix H:** Recording Consent Form for Minor Client

**Appendix I:** Approved School Counseling Sites

# Introduction

The purpose of this handbook is to provide matriculated students, department faculty and site supervisors with relevant information about the required practicum and internship courses for the School Counseling program in the Counseling and School Psychology department at Southern Connecticut State University. This material applies to all students within the Masters program in School Counseling, as well as those enrolled in the Sixth Year Professional Diploma program.

The School Counseling faculty considers practicum and internship to be the most important experience within each student's professional preparation. The experience provides an opportunity to translate theory into practice, enhance skills learned in the classroom and to develop a professional identity. The faculty will work closely with each student to ensure that all personal and professional goals are met within these experiences.

Following the policies and procedures described herein and maintaining significant close contact with your advisor and supervisors will help you clearly understand what is expected and how you will be evaluated. In addition, your faculty supervisors (course instructors) will provide specific details about each course associated with your practicum and internship experiences.

You are encouraged to read this handbook soon after your acceptance in the School Counseling program along with the Graduate Student Handbook (given to every student upon admission). We have found that students who become familiar with all department policies and procedures are better prepared for the requirements of the program. If you have any questions, please meet with your advisor. In addition, as you progress through your program, look for new revisions of department documents. These can be found in the CSP office or online in the MySCSU CSP group files. Please note that you are responsible for knowing the information in this handbook and adhering to all guidelines.

We wish you great success in your experiences. Additionally, we consistently strive to make this handbook effective for your needs as a student.

## Checklist for School Counseling Practicum

Expected Semester of Practicum Enrollment:	Student Preparation:
<b>Fall</b>	<ol style="list-style-type: none"> <li>1. Attend the mandatory practicum program meeting and complete the application the previous <u>spring</u> semester</li> <li>2. Complete the application (Appendix A) by June 1<sup>st</sup></li> </ol>
<b>Spring</b>	<ol style="list-style-type: none"> <li>1. Attend the mandatory Practicum program meeting and complete the application the previous <u>fall</u> semester</li> <li>2. Complete the application (Appendix A) by December 1<sup>st</sup></li> </ol>

Date Completed	Task
	Complete all practicum pre-requisites: CSP 540, 550, 555, 568, 570
	Get fingerprinted through the School of Education
	Attend Mandatory practicum program Meeting semester BEFORE enrollment in Practicum
	Obtain Professional Liability Insurance
	Submit Practicum Application to School Counseling Program Application Form (Appendix A) Verification of Liability Insurance (Appendix B)
	Enroll in Practicum Course 552 & 553 - School Counseling Section
	Attend orientation at Practicum site and discuss Practicum goals with site supervisor
	Sign Practicum contract with site supervisor (Appendix C1)
	Submit Weekly Log Sheets (Appendix D) each week in class
	Site and Faculty supervisor submit Student Evaluations (Appendix F)
	Submit Semester Log Sheet (Appendix E) at the end of the semester
	Submit Student Evaluation of Site (Appendix G)

# Checklist for School Counseling Internship

Expected Semester of First Internship Enrollment:	Student Preparation:
<b>Fall</b>	<ol style="list-style-type: none"> <li>1. Attend the mandatory Internship program meeting and complete the application the previous <u>spring</u> semester</li> <li>2. Complete the application (Appendix A) by 6/1</li> </ol>
<b>Spring</b>	<ol style="list-style-type: none"> <li>1. Attend the mandatory Internship program meeting and complete the application the previous <u>fall</u> semester</li> <li>2. Complete the application (Appendix A) by 12/1</li> </ol>

Date Completed	Task
<b>FIRST SEMESTER</b>	
	Complete all internship pre-requisites: CSP 552/553, 578, 656, 691
	Get fingerprinted through the School of Education
	Attend Mandatory Internship program Meeting semester BEFORE enrollment in first semester of Internship
	Obtain Professional Liability Insurance
	Submit Internship Application to School Counseling Program Application Form (Appendix A) Verification of Liability Insurance (Appendix B)
	Enroll in Internship course 676 - School Counseling Section
	Attend orientation at Internship site and discuss Internship goals with site supervisor
	Sign Internship contract and length verification with site supervisor (Appendix C2; C3)
	Submit Weekly Log Sheets (Appendix D) each week in class
	Site and Internship supervisor submit Student Evaluations (Appendix F)
	Submit Semester Log Sheet (Appendix E) at the end of the semester
	Submit Student Evaluation of Site (Appendix G)
<b>SECOND SEMESTER</b>	
	Enroll in Internship course 676 – School Counseling Section
	Attend orientation at Internship site and discuss Internship goals with site supervisor
	Sign Internship contract with site supervisor (Appendix C2)
	Submit Weekly Log Sheets (Appendix D) each week in class
	Site and Internship supervisor submit Student Evaluations (Appendix F)
	Submit Semester Log Sheet (Appendix E) at the end of the semester
	Submit Student Evaluation of Site (Appendix G)

# Preparation

The Counseling and School Psychology Department has developed specific guidelines to help prepare you for success in your practicum and internship experiences. It is expected that each student will follow each of these guidelines. If you have any questions, please contact your advisor immediately.

## ***Pre-requisites:***

The following courses are required for practicum and internship.

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### **School Counseling Practicum (CSP 552 / CSP 553)**

**CSP 540 Understanding Individual Psychological Testing and Evaluation**

**CSP 550 Counseling Procedures (Pre-req.: CSP 569)**

**CSP 555 Interpersonal Group Dynamics**

**CSP 568 Counseling and Life Span Development**

**CSP 570 Professional Orientation and Ethical Issues in School Counseling Services**

**Departmental Permission**

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### **School Counseling Internship (CSP 676)**

**CSP 552 Counseling Practicum**

**CSP 553 Counseling Practicum Seminar**

**CSP 578 Counseling and Assessment of Culturally Diverse Population (Pre-req.: CSP 550)**

**CSP 656 Group Counseling (Pre-req.: CSP 550 & departmental permission)**

**CSP 691 Research and Evaluation in Schools and Community Agencies**

**Departmental Permission**

## ***Enrollment in Courses:***

Enrollment in Practicum or Internship is a 4-step process.

1. The semester before enrollment, you are expected to attend a mandatory practicum or internship meeting. The exact date for this meeting can be found by checking the CSP MySCSU group calendar. This date also posted on the program's bulletin board and the deadlines sheet available in the CSP office.
2. You must complete and submit the appropriate application, along with supportive materials (Unofficial Transcript and Liability Insurance) to the School Counseling Coordinator of Field Placement and Supervision by the required deadline.
3. Request departmental permission for the course by listing your name in the appropriate folder in the CSP office.
4. Register early for the appropriate courses as designated on your planned program and approved by your advisor.

If for any reason you need to maintain full-time status during fieldwork and will not have enough classes to reach full-time status, you may register for variable credits on Banner Web. Please note that additional class assignments may be required.

### ***Site Selection:***

Selecting your Practicum and/or Internship sites is one of the most important stages involved in the development of your counseling skills and clinical experiences. Refer to the following guidelines when choosing an appropriate site. Also, you can find a list of currently approved sites in Appendix I.

- Determine your specific professional goals and needs, which will help you focus your choice of sites.
- Please remember that you need to have 2 of the 3 levels of schooling (elementary, middle and high), so plan your practicum and internship experiences appropriately.
- It is strongly recommended that at least one of your site experiences is in an urban and diverse setting, preferably your practicum site. Please pay attention to this requirement when making your site selections.
- At least one of your site experiences needs to be in a program identified as Comprehensive. Please pay attention to this requirement when making your site selections.
- Aim for a site placement that represents a good fit with your personal and professional needs, interests, program requirements and certification requirements
- Review the recommended sites listed in this handbook.
- Review evaluations of sites available in the Coordinator of Field Placement and Supervision's office.
- Speak to the School Counseling Coordinator of Field Placement and Supervision for advice on choosing sites.
- For a site to be approved, it must:
  - Be familiar with and follow ASCA & ACA Ethical Guidelines (see page 11).
  - Follow all State of Connecticut requirements on Certification as a School Counselor. You can view the State of Connecticut requirements at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321308> and other states' requirements at <http://www.schoolcounselor.org/content.asp?contentid=242>
  - Become familiar with all of the guidelines and expectations for your site experiences, as described in the Practicum and Internship Handbook.
  - Be familiar with American School Counselor Association's National Model, which can be found at <http://www.ascanationalmodel.org/>

- Provide availability of a variety of professional experiences (individual, group, developmental lesson plans, consultation, etc.), paying attention to the service hours needed for each student.
- Provide opportunities to make audio and video recordings of client's sessions.
- Offer a designated area for intern work, which is also confidential for phone calls and counseling sessions.
- Available and appropriate supervision – Provide a Site Supervisor who:
  - Has a minimum of a Masters degree in Counseling or a related profession with CT State Certification as a School Counselor.
  - Has a minimum of 4 years experience as a School Counselor.
  - Has knowledge of the program's expectations, requirements and evaluation procedures for students.
  - Has received relevant training in counseling supervision.
  - Understands and is willing to meet your specific professional goals and needs. This will direct your choice of sites.
  - Provides students with an opportunity to work with students from diverse cultural, linguistic backgrounds and exceptionalities.
  - Has time for and interest in training a student.
  - Will schedule time for supervision with student (at least 1 hour a week).
  - Will provide training needed for students to follow the policies and procedures of the school.
  - Assists the student in becoming an accepted member of the staff.
  - Communicates with the University supervisors.
  - Meets with Coordinator of Field Placement and Supervision on scheduled visits.
  - Reviews and signs all paperwork.
  - Completes relevant evaluations.
  - Provides opportunities for participation in school counseling associations.
- Contact the Sites to identify open positions and schedule interviews (see below).
- Once you have found a site that you believe is the best fit, contact the School Counseling Coordinator of Field Placement and Supervision to get program approval. The Coordinator of Field Placement and Supervision must visit each site in order to approve.

## ***Background Check and Fingerprinting***

Effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences and student teaching. The procedures for obtaining the background checks and the length of time they are valid will be established by the State Department of Education and cannot be altered. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Southern Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program. The School of Education Student Teaching office will make every reasonable attempt to place you, however if you do not pass the background/fingerprint check that is required and we cannot place you, you will be unable to complete your program.

To assist you in completing this requirement, the School of Education has contacted ACES – one of the Regional Educational Service Centers. ACES will be able to share your background check with other RESC's as well as send the information to the district(s) you request. If you are unsure of your placement – you can contact ACES once you know and request your information be sent to the district of your placement.

Other sites can also perform fingerprinting. See:

<http://www.sde.ct.gov/sde/cwp/view.asp?A=2613&Q=321326>

## ***Interviewing at a Site:***

- Arrange for a site interview by calling the desired site to schedule a time to meet with the site supervisor.
- Approach this internship site interview as you would a job interview by preparing the following:
  - Dress professionally.
  - Develop a resume that details your educational, professional and related volunteer experiences.
  - Bring your professional portfolio.
  - Develop your own list of ideas and questions related to how this placement might prove mutually beneficial to you and the site.
  - Begin to formulate the goals that you want to accomplish within this experience.
  - Be thoroughly familiar with this handbook so that you can be clear about expectations, especially those affecting the site supervisor.
  - Be prepared to clarify and obtain agreement about the site requirements and expectations (Appendix C).

### ***Site Orientation:***

If applicable, you are expected to attend your specific site's regular orientation. Request that your site supervisor completes all relevant paperwork (submitting their credentials, reviewing and signing the supervision contract, etc.) before the semester begins.

### ***Starting your Practicum / Internship:***

Practicum students should begin and end their practicum experiences following SCSU's academic calendar.

Internship students should begin and end their internship experiences for the year following the individual school site's district calendar.

### ***Liability Insurance:***

As part of the application process for each site experience, students must show proof of appropriate liability insurance. You should complete the form in Appendix B and return it with your application. Many professional organizations offer special low rates for liability insurance. The American Counseling Association and the American School Counseling Association are an example of appropriate organizations to use. Please see <http://www.acait.com/> and <http://www.schoolcounselor.org/content.asp?contentid=185> to learn more.

Know that there may be times that you may be asked to review your insurance policy for specific information relevant to your practicum or internship work. The CSP department does not make recommendations as to how much coverage you should obtain.

### ***Expectations for Site Supervisors***

The activities of the site supervisor are crucial to the development of each student's professional competence. Below is a list of expectations that each site supervisor will complete when supervising a School Counseling practicum or internship student.

- Has at least a Masters degree in a counseling related field, holds Connecticut certification as a School Counselor and has held a position as a School Counselor for at least 4 years.
- Has time for and interest in training a student.
- Provides opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Practicum – 100 total / 40 direct hours – and Internship – 900 total / 240 direct hours over 2 semesters).
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.
- Schedules time for consultation with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation and/or live supervision. A minimum of **one hour** per week is expected or required.

- Provides training and supervision needed for students to follow the policies and procedures of the school.
- Assists the student to become an accepted member of the staff.
- Communicates with the university supervisor regarding the student's performance as needed.
- Reviews and signs all relevant paperwork, such as the Practicum and Internship Weekly Activities Logs.
- Assists the student in periodic self-evaluation.
- Completes a midterm and final evaluation of the student's performance throughout the semester.
- Is available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
- Provides opportunities for participation in school counseling associations.

### ***Expectations for Coordinator of Field Placement and Supervision***

The School Counseling Coordinator of Field Placement and Supervision is a Faculty member assigned to coordinating and supervising fieldwork. Below is a list of expectations that the Coordinator of Field Placement and Supervision will complete when supervising a School Counseling practicum or internship student.

- Conduct an introductory meeting and orientation with the site supervisor.
- Facilitate communication between University and field placement site.
- Notify students that they must adhere to the administrative policies, rules and standards of the field placement site.
- Be available for consultation with both site supervisors and students.
- Visit the site supervisor and the student at the internship site at least once during the semester and have at least one phone contact during the semester.

### ***Expectations for Practicum Faculty Supervisors***

The faculty supervisor is expected to:

- Conduct class meeting or seminars every week throughout the semester.
- Establish course requirements via the course syllabus.
- Assist students in processing their new knowledge.
- Assist students to integrate their experiences with theory and research.
- Immediately contact the Coordinator of Field Placement and Supervision should any problems or changes in relation to the student, site or University occur.
- Evaluate the student and discuss that evaluation with him/her.
- Be responsible for the assignment course grade in field work courses.

## ***Expectations for Internship Instructors***

The faculty supervisor is expected to:

- Conduct class meetings or seminars every week throughout the semester.
- Establish course requirements via the course syllabus.
- Assist students in processing their new knowledge.
- Assist students to integrate their experiences with theory and research.
- Immediately contact the Coordinator of Field Placement and Supervision should any problems or changes in relation to the student, site or University occur.
- Evaluate the student and discuss that evaluation with him/her.
- Be responsible for the assignment course grade in field work courses.

## Helpful Hints

- ✓ Consult with your advisor regularly!
- ✓ Follow your planned program!
- ✓ Be sure you have met all practicum and internship pre-requisites.
- ✓ Mark your calendar for all deadline dates (Practicum and Internship Mandatory meetings).
- ✓ Complete and submit application forms BEFORE the application date.
- ✓ Obtain liability insurance well BEFORE the semester begins.
- ✓ Make extra copies of the blank application forms in this book.
- ✓ Make copies of all paperwork to keep in your records.
- ✓ Do not see clients before the semester begins, before obtaining signatures on contract forms or before obtaining liability insurance.

# Professional Considerations

## ***Ethical Guidelines:***

As a student and professional in School Counseling, you are required to follow several ethical codes. You must familiarize yourself with these ethical guidelines and refer to them whenever necessary. Additionally, you must adhere to the State of Connecticut laws and the regulations of your school. However, because the resolution of many ethical dilemmas is not always clear, you should always speak to your faculty and site supervisors about any situations that arise at your site. If the situation is urgent or an emergency, you should immediately contact your site supervisor and faculty supervisor. If it is a non-emergency ethical question, you should bring the question to your supervision meetings.

American School Counselor Association:

<http://www.schoolcounselor.org/content.asp?contentid=173>

American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

## ***Confidentiality:***

In accordance with the ethical principles of ASCA, ACA, Connecticut state law and your school sites, you must attend to confidentiality requirements in your work as a school counselor-in-training. When writing about your client for coursework, you should use initials or their first name only. Additionally, you should not discuss your clients in any identifying way with unauthorized personnel.

You will be responsible for informing your client of the purposes, goals, techniques and procedures. This should occur at or before the time of the counseling relationship. In addition, the limits to confidentiality should be addressed and defined in a developmentally appropriate manner. Other policies regarding confidentiality can be located in the ethical manuals listed above. If you have any question regarding ethics, please contact your advisor or the School Counseling Coordinator of Field Placement and Supervision.

### ***Audio and Video-Recording:***

The audio and/or video-recordings of counseling sessions during your field experiences are for the sole purpose of development, review, reflection and refinement of professional counseling skills. Audio and/or video-recordings are for graduate level instructional purposes only.

The CSP department has developed the following guidelines for the audio and/or video-recording of individual and group sessions by graduate practicum and internship students:

- Any recording of counseling sessions by graduate practicum and internship students is to be used for supervision purposes only.
- Such recordings are to be used for review by the site supervisor and/or SCSU faculty supervisor only.
- All recordings and recording transcripts should be treated as personal health information (per HIPAA Privacy Rule) and should be kept locked and secure at the field site when not under review.
- Recordings can only be transported (from site to school) when they are coded and no identifying information is present on the recording or case.
- All recordings are to be erased immediately after completion of supervisory review.
- Such audio and/or video-recording will be completed only with the full knowledge and approval of the client(s), site supervisor and agency administration.

A signed permission form (Appendix H) must be on file with the site supervisor prior to any audio and/or video-recording of student counseling sessions.

### ***Personal Challenges:***

During your experiences, you will likely encounter clients and supervisors that will *push your buttons*. This is an expected and desirable process that challenges you to grow and recognize obstacles that block your effectiveness as a counselor. Although this process will be uncomfortable, it is a necessary part of your development as a counselor. It is imperative that you be open to this process and discuss your feelings appropriately with your supervisors. As part of the Program Evaluation Continuation Criteria (See Student Handbook), you are evaluated on your ability to learn from experiences and feedback, as well as professional behavior.

It is equally important to understand your own biases, stereotypes and prejudices that you may have. These beliefs will impact you as a counselor, your counseling techniques and your development as a counselor. Rigidity in these areas can seriously inhibit your effectiveness as a counselor. Acknowledging and accepting your deeply ingrained viewpoints and the limitations that they pose is a critical aspect of your development.

Many counselors in training choose to invest in their future occupations by obtaining personal counseling themselves. As a student at SCSU, you are eligible for counseling services through

the Counseling Center. They can be contacted at (203) 392-5475, Monday through Friday, 8:30 to 4:30 during regular business days.

### ***Supervision and Feedback:***

A crucial component of the practicum and internship process is constructive feedback. You will be receiving extensive feedback from your peers, site supervisors and faculty supervisors. Because your personal qualities, including openness and flexibility, impact your counseling effectiveness, there will be times when you receive feedback on your personal as well as professional skills. It is imperative that you prepare yourself, physically and emotionally, for this type of feedback. You also need to allow ample time in your supervision sessions for this. Equally important, you must understand how you react to criticism, monitor these reactions and develop a healthy and constructive way to deal with potentially negative feedback.

### ***Supervision Preparation:***

In order to get the most effective training for your future profession as a school counselor, you must take an active role in your supervision sessions. The best way for you as a student to reap the benefits of supervision is to come to each session fully prepared. First, you should have completed all requisite paperwork and/or assignments (e.g., readings) for that scheduled session. Also, bring specific questions that you may have for your supervisor to receive feedback and guidance. Another important part of your preparation will be to review your video and audio recordings of sessions. Although your supervisor will be reviewing and critiquing your recordings, you should be actively participate in this process. After your counseling sessions, you should review the recordings yourself, critiquing them even before you come to supervision. Review each recording as necessary throughout the supervision process.

# Self Care

As a student in this department, you have found yourself in several roles: student, professional, counselor in training, spouse/significant other, parent, family member, employee and leader. With all of these roles, it is easy to forget to take care of yourself, first and foremost. If you do not take care of yourself, physically, socially, emotionally, spiritually, and recreationally, you will not be able to help others in a significant way. To be an effective counselor, you must understand your individual needs in all of these areas and continually attend to those needs. Success in your practicum and internship sites (as well as in your future profession) depends on your ability to balance your many roles, while still making your work of significant import. Consider the following areas and tailor the information to best aid you in caring for yourself.

## ***Physical:***

Although every individual is different, good nutrition, adequate rest and moderate exercise are important for your physical and mental health. With a busy schedule, you may find yourself forgetting to eat, eating on the run and generally not paying attention to your body's needs. This is not self care. You must continually remind yourself to pay attention to your body's needs, including when and what you need to eat.

You are likely to experience high levels of stress in your current role as a student, as well as your role as professional counselor in training in practicum and internship. These levels of stress will impact you physically. Stress can cause a variety of physical responses, including headaches, stomachaches, difficulty sleeping and increased blood pressure. In order to manage the stress that you will face, it is imperative that you find healthy coping skills. You will be very tempted to use quick and possibly unhealthy ways to deal with your stress. However, the best way to manage your stress level is to be proactive. By learning relaxation skills, cognitive self-talk and other strategies that meet your needs (e.g., yoga, meditation, light exercise) you will find that you will not need to use more unhealthy methods of stress management.

## ***Social:***

Social support, including your friends and family, are crucial to your success. It is important to create a wide social support system; this will include your peers from your program and your sites. This not only creates a network of future opportunities, it allows you to have positive peer relations, which may directly aid in your stress management and success in your program. Graduate students often forget how important their social lives really are. You may find yourself cancelling engagements with friends and family in order to work or to just vegetate on your couch. However tempting cancelling these social activities may be, you need to remind

yourself that your social life is as important as your academic life. Balancing your social needs with the rest of your life is an important life skill.

***Emotional:***

High levels of stress not only impact you physically, but also psychologically and emotionally. The above-mentioned stress management techniques will improve your emotional functioning as well. In addition, another proven method of stress management can be utilized to improve your overall quality of life. Using humor and laughter have been shown to yield positive outcomes for individual's physical and mental health. Remember to see the lighter side of things and not take yourself too seriously.

You will also need to learn to separate yourself from your clients and their situations. You will not be able to "fix" your client or help to make a positive change in every client's life. Learning to let go and live gently will be a key to maintaining not only positive relations with your clients, but also achieving happiness in your personal life.

***Spiritual:***

Nurturing your spirit is a positive way to care for your needs. This can be done in a variety of ways, including using your faith, religious beliefs, spirituality or inner self. Regardless of your specific beliefs, research supports the role of spirit in physical and emotional wellness.

***Recreational:***

Playing and having fun is not just for children. It is an important aspect of a complete life for individuals at any developmental stage. Remember to allow yourself the time to relax and enjoy life's simple pleasures.

## Helpful Hints

- ✓ Know the ASCA and ACA ethical guidelines, as well as State regulations and site policies and procedures.
- ✓ Commit to adding openness and flexibility into your life.
- ✓ Consider using an appropriate therapeutic method (e.g., personal counseling, yoga, meditation) as a way to explore your unresolved issues, biases, stereotypes and negative behaviors that may become an obstacle in your counselor education.
- ✓ Work on your ability to give and receive accurate and sensitive feedback.
- ✓ Be proactive in preparing for your practicum, internship and supervision experiences.
- ✓ Don't forget to love and care for yourself.

# Counseling Practicum

The practicum required of School Counseling students provides an opportunity to demonstrate counseling skills under close supervision in a school setting. The primary goal of practicum is to develop the expertise to do individual and group counseling in a professional setting. This is accomplished by combining a student's counseling skills and personal style into an effective therapeutic approach, enhancing the student's growth as a person and as a professional counselor. Practicum offers students the opportunity to develop, sharpen and demonstrate individual and group counseling skills. Although students in practicum cannot run group counseling sessions independently, they should seek out a variety of experiences that will prepare them for their internship experience. Students should also make a concerted effort to engage clients of various ethnic populations, both genders and different age groups.

## ***Format and Content of Practicum***

1. CSP 552 – The practicum provides an opportunity for the student to perform some of the professional counseling activities of a regularly employed staff member in a school setting. One hour **one-to-one supervision** by a program faculty member is required. Pre-requisites: CSP 540, 550, 568, 570 and departmental permission. Scheduled fall and spring semesters. 3 credits.

The student is required to meet one hour per week for one semester with a faculty member to process client sessions, group counseling sessions and developmental lessons. Additionally, the student and faculty member will discuss overall adjustment to the practicum setting and their new role as a counselor. See instructor syllabi for additional requirements.

2. CSP 553 –The **seminar** provides an opportunity for practicum students to meet together weekly, to integrate field experiences and discuss topics of professional interest. Pre-requisites: CSP 540, 550, 568, 570 and departmental permission. Scheduled fall and spring semesters. 3 credits.

Within this seminar, students will discuss issues occurring in their practicum, consult with each other concerning problem solving strategies and review legal and ethical standards in counseling. See instructor syllabi for additional requirements.

## ***Required Hours for Practicum***

Students are required to spend a minimum of 100 hours on site during practicum. Forty of these hours should be considered direct service hours (e.g., counseling individuals and groups) and the remaining 60 indirect hours (e.g., attending PPT meetings, faculty/staff meetings).

## ***Practicum Objectives***

As part of your practicum experience, there are general skills that you will be learning. Individual instructors may modify, delete or add to this list.

### **General Skills:**

**To experiment** with a variety of counseling techniques

**To examine** your own style of interpersonal interactions

**Practice skills** learned in previous courses

**Relate** theory to practice

**Become effective** in a helping relationship, under close supervision

**Discuss your experience** with others in a supportive setting

**Learn** what problems others are encountering and what solutions could be considered

**Discuss techniques** that are successful

**Research** areas of individual interest

**Work** with a variety of clients

**Experience** those forces that are unique to different settings (i.e., schools and agencies)

**Evaluate** your professional growth

## **Specific Skills:**

1. Develop procedures for meeting with clients
  - a. Arrange counseling sessions (time, duration and place)
2. Establish a safe and accepting environment by establishing rapport with the client
  - a. Recognize inhibitions that the client may have about counseling or you as the counselor
  - b. Assist the client in overcoming inhibitions
3. Elicit information from the client
  - a. Obtain basic biographical data
  - b. Communicate the client's reason for being there
  - c. Ascertain the attitudes, feelings and expectations of the client towards the counseling process and the counselor
4. Recognize and understand the content presented by the client
  - a. Listen to the details (who, what, when, where, why) of what client is saying
  - b. Develop the ability to integrate facets of the counseling process
  - c. Recognize and understand the affect of the client
  - d. Recognize and understand change and extremes in the client's affect
5. Articulate the client's problems
  - a. Identify the general area of the client's problem
  - b. Identify the underlying problems for each client
  - c. Specify problems in order of priority of client's needs
  - d. Determine the external and internal resources available to the client
  - e. Determine if the problem is within the range of the counselor's training and experiences and, if not, define referral procedures
6. Distinguish the discrepancies in the cognitive and affective messages of the client
7. Transmit understanding of the affective and cognitive messages to the client
  - a. Paraphrase/restate, when appropriate, what has been communicated
  - b. Verbally demonstrate understanding of client content and feeling
8. Distinguish the client's needs from your needs as a counselor in training
  - a. Know your own inhibitions
  - b. Know yourself, including your limitations and strengths
  - c. Recognize similarities and differences between yourself and the client
  - d. Avoid bringing your own problems into the counseling session
9. Utilize appropriate therapeutic techniques
  - a. Identify a personal theoretical background
  - b. Learn different therapeutic approaches
  - c. Modify techniques to be appropriate for your style and each client
10. Describe current CT laws, policies, procedures and regulations as they affect children and youth
  - a. Describe statutes concerning reporting of child abuse neglect
  - b. Describe regulations concerning pregnancy counseling
  - c. Describe regulations concerning discipline and weapon possession

- d. Describe policies and procedures for confidentiality of student records
- e. Describe policies and procedures for youth suicide prevention
- f. Describe all additional CT laws, policies and regulations affecting the welfare of children

## ***Practicum Site***

Your practicum work must be performed at a school site where a site supervisor can provide consistent supervision.

***Refer to the preparation part of this handbook to get more information regarding choosing a site.***

### **Site supervisors must have:**

- Minimum of a Masters degree in Counseling or a related profession with CT state Certification as a School Counselor
- Minimum of 4 years experience as a School Counselor
- Knowledge of the program's expectations, requirements and evaluation procedures for students
- Relevant training in counseling supervision

## ***Direct and Indirect Services***

Your practicum experience will be a combination of work with clients and related activities, as well as learning administrative tasks.

Direct services are defined as contact with clients and families where you, as the counselor-in-training directly assist in the provision of some service. Supervision hours are any hours that you participate in faculty or on-site supervision regarding your performance. Indirect hours are any other services that you provide while in your position that do not require direct client contact.

A list of the category of practicum activities with the minimum required hours for each area is located on the following page. Please remember that these hours are the MINIMUM requirements that you must perform. In many situations, you will go well over these requirements. However, you must document all activities in order to receive credit for your work. This is required for your class and your eventual certification.

**Practicum Experiences:**

**Minimum Time Requirement**

**DIRECT SERVICES**

**40 hours total**

- Individual Counseling
- Group Counseling
- Curriculum Development
- Developmental Guidance
- Individual Advisement (including class planning and college counseling)
- Testing and Assessment
- Parent Consultations
- Parent Workshops
- Telephone or Email Contacts
- College Admissions/Career Planning

**60 hours total**

**INDIRECT ACTIVITIES**

- Observation
- Referrals
- Teacher Consultation
- Administrator Consultation
- Team Meetings
- Staff Meetings
- Professional Development Activities

**CLINICAL SUPERVISION**

- On-site individual supervision
- Faculty Individual supervision
- University Group supervision

**Min. 1 hour per week  
(between on-site and faculty)  
1.5 hours a week (group)**

## ***Direct Services:***

Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

**Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals

**Group counseling** includes participating in co-leading a student group focused around a specific group goal. In practicum a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.

**Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

**Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA's national model of School Counseling. This also includes developing curriculum as mandated by state standards.

**Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.

**Parent Consultations** includes any contacts or meetings that you have with parents of students within your school.

**Parent Workshops** includes any trainings and parent-focused workshops that you co-lead.

**Telephone or Email Contacts** include any direct contact that you have with students or parents that does not take place face to face. These hours should reflect only a small proportion of your direct service hours.

**College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

### **Indirect Activities:**

Below are descriptions of each activity that is considered indirect service hours.

**Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.

**Referrals** include outsourcing of services, including researching all options.

**Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

**Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

**Team Meetings** are all student-focused meetings at the school site, including IEP and PPT student meetings.

**Staff Meetings** are all other staff meetings, which occur at the school site.

**Professional Development Activities** are any trainings, workshops or conferences that you attend as part of your practicum experience.

### **Clinical Supervision:**

Below are descriptions of each activity that is considered clinical supervision.

**On-site supervision** includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.

**Faculty individual supervision** includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.

**University group supervision** includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

## ***Grading***

Their faculty supervisor will determine the student's final grade. It will include both an analysis of the quantitative and qualitative aspects of the student's experience and performance. The final grade will be based on:

- The student fulfilling the required service hours
- How well the student's goals and objectives have been met
- The site supervisor's evaluation
- The faculty supervisor's evaluation
- Any other course requirements, as indicated on course syllabi

## ***Evaluation***

The students will complete an evaluation of their faculty supervisor (via course evaluations) and their site supervisor through the Site Supervisor Evaluation (Appendix G). Evaluations of site and faculty supervisors will be shared with them on an annual basis.

## Helpful Hints

- ✓ Know that for your practicum experience you need a minimum of 100 hours including 40 hours of direct service.
- ✓ Become familiar with all practicum expectations of students.
- ✓ Review your notes from other courses before beginning practicum.
- ✓ Discuss all expectations with your Site Supervisor and get approval from the Coordinator of Field Placement and Supervision before committing to your site.
- ✓ Plan to work with clients of diverse backgrounds.
- ✓ Obtain quality recording equipment and a sufficient supply of recording tapes / discs.
- ✓ Always maintain client confidentiality.
- ✓ Be sure all consent forms are signed before recording or providing services that require consent.
- ✓ Keep up to date with all paperwork.
- ✓ Make copies of all paperwork for your records.
- ✓ Do not work with practicum clients when the semester is not in session.

# Counseling Internship

Following the practicum and pre-requisite courses, students will pursue an internship. The goal of the internship is to further develop and refine the skills developed during practicum. Moreover, the internship should provide the student with the full range of counselor responsibilities appropriate to the setting. Most School Counseling students concentrate on one level of schooling (elementary, middle, high) but may spend time at another level. Careful consideration should be given to the level of schooling at the internship site and you should discuss this closely with your advisor or the Coordinator of Field Placement and Supervision. During internship, students assume increasing levels of responsibility for a range of counseling activities. As with the practicum, site supervisors serve as mentors, meeting at least one hour per week for individual supervision.

## ***Format and Content of Internship***

CSP 676 – A full or part time supervised counseling **internship experience** in a school setting. Provide counseling services and other human services for children or adolescents. Emphasizes the practical application of counseling skills, theories and knowledge. Includes **weekly seminar**. Pre-requisites: CSP 552, 553 and departmental permission. Scheduled fall and spring semesters. 3 credits.

Within this seminar, students will discuss issues occurring in their internship, consult with each other concerning problem solving strategies and review legal and ethical standards in counseling. The internship does not include weekly individual supervision by a program faculty member, but other components of the internship are similar to those of the practicum (e.g., seminar format and content, log requirement, contract and registration procedures). Students are expected to maintain a log of internship experiences using the same format as the practicum log. See instructor syllabi for additional requirements.

## ***Required Hours For Internship***

Students are required to spend a minimum of 450 hours on site during internship each semester, totaling 900 total hours. Two hundred forty of these hours should be considered direct service hours (e.g., counseling individuals and groups) and the remaining indirect hours (e.g., attending PPT meetings, faculty/staff meetings).

If you are a student who has a current professional educator certificate and have completed 3 years of teaching, you will only be required to complete 600 hours total for your internship. The student is allowed to choose between a one-semester full time placement or a one year part-time internship in a public school counseling setting.

## ***Internship Objectives***

As part of your internship experience, you will engage in real life work experiences with the supervision of your course and site supervisors. Individual instructors may modify, delete or add to this list.

### **General Skills:**

**To expand** skills from other courses

**Relate** theory to practice

**Evaluate** professional growth and career goals

**Consult** with other professionals

**Gain increased understanding** of administrative and technical tasks under the purview of a counselor

**Acquire greater knowledge of and experience** a variety of intervention strategies

**Gain understanding** of diversity and multicultural issues and needs

**Expand knowledge** of technology in counseling

**Function** as a professional counselor at an approved site

### **Specific Skills:**

In the addition to the practicum skills, Internship students are expected to master:

1. Have a clear view of their goals, objectives and expectations for the internship.
2. Be able to identify and seek out support systems.
3. Develop positive professional relationships with teachers, parents, and administrators, and function in helpful and caring ways.
4. Understand the concept of privileged communication, including confidentiality.
5. Maintain professional conduct during coursework and the internship experience (appropriate dress, decorum).
6. Seek supervision whenever there is any doubt or confusion regarding the ethical or legal requirements.
7. Have a clear perspective of role definition.

8. Make a commitment of time for professional meetings, conferences, and sessions with site supervisors as well as other appropriate activities.
9. Understand and appreciate the dynamics of the systems in which you work.
10. Maintain a weekly and semester log of internship hours.
11. Engage in the supervisory process by constructing an agenda of issues, problems and questions that need to be addressed and that will contribute to professional growth.
12. Conduct a self-evaluation at the end of each semester of internship.

### ***Internship Site***

Your internship work must be performed at a school site where a site supervisor can provide consistent supervision. ***Refer to the preparation part of this handbook to get more information regarding choosing a site.***

#### **Site supervisors must have:**

- Minimum of a Masters degree in Counseling or a related profession with CT state Certification as a School Counselor
- Minimum of 4 years experience as a School Counselor
- Knowledge of the program's expectations, requirements and evaluation procedures for students
- Relevant training in counseling supervision

### ***Direct and Indirect Services***

Your internship experience will be a combination of work with clients and related activities, as well as learning administrative tasks.

Direct services are defined as contact with clients and families where you, as the counselor-in-training directly assist in the provision of some service. Supervision hours are any hours that you participate in faculty or on-site supervision regarding your performance. Indirect hours are any other services that you provide while in your position that do not require direct client contact.

A list of the category of internship activities with the minimum required hours for each area for each semester is located on the following page. Please remember that these hours are the MINIMUM requirements that you must perform. In many situations, you will go well over these requirements. However, you must document all activities in order to receive credit for your work. This is required for your class, your certification and your eventual licensure. Students are required to complete two semesters of internship experience, totaling at least 900 hours of service. For a student who has both their teacher certification and 3 years of teaching experience, they are only required to fulfill 600 hours (240 direct, 360 indirect) total.

**Internship Experiences:**

**Minimum Time Requirement  
(Each Semester)**

**DIRECT SERVICES**

**180 hours total**

- Individual Counseling
- Group Counseling
- Developmental Guidance
- Individual Advisement (including class planning and college counseling)
- Testing and Assessment
- Parent Consultations
- Parent Workshops
- Telephone or Email Contacts
- College Admissions/Career Palling

**INDIRECT ACTIVITIES**

**270 hours total**

- Observation
- Referrals
- Teacher Consultation
- Administrator Consultation
- Team Meetings
- Staff Meetings
- Professional Development Activities

**CLINICAL SUPERVISION**

- On-site supervision
- Faculty Individual supervision
- University Group supervision

**Min. 1 hour per week  
(between on-site and faculty)  
1.5 hours a week (group)**

## ***Direct Services:***

Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

**Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals

**Group counseling** includes participating in co-leading a student group focused around a specific group goal. In practicum a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.

**Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

**Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA's national model of School Counseling. This also includes developing curriculum as mandated by state standards.

**Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.

**Parent Consultations** includes any contacts or meetings that you have with parents of students within your school.

**Parent Workshops** includes any trainings and parent-focused workshops that you co-lead.

**Telephone or Email Contacts** include any direct contact that you have with students or parents that is not face to face. These hours should reflect only a small proportion of your direct service hours.

**College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

### **Indirect Activities:**

Below are descriptions of each activity that is considered indirect service hours.

**Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.

**Referrals** include outsourcing of services, including researching all options.

**Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

**Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

**Team Meetings** are all student-focused meetings at the school site, including IEP and PPT student meetings.

**Staff Meetings** are all other staff meetings that occur at the school site.

**Professional Development Activities** are any trainings, workshops or conferences that you attend as part of your internship experience.

### **Clinical Supervision:**

Below are descriptions of each activity that is considered clinical supervision.

**On-site supervision** includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.

**Faculty individual supervision** includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.

**University group supervision** includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

## ***Grading***

The faculty supervisor will determine the student's final grade. It will include both an analysis of the quantitative and qualitative aspects of the student's experience and performance. The final grade will be based on:

- The student fulfilling the required service hours
- How well the student's goals and objectives have been met
- The site supervisor's evaluation
- The Internship Instructor's evaluation
- Any other course requirements, as indicated on course syllabi

## ***Evaluation***

The students will complete an evaluation of their Internship Instructor (via course evaluations) and their site supervisor through the Site Supervisor Evaluation (Appendix G). Evaluations of site and faculty supervisors will be shared with them on an annual basis.

## Helpful Hints

- ✓ Know that for your internship experience you need a minimum of 900 hours including 240 hours of direct service over 2 semesters.
- ✓ Become familiar with all internship expectations of students.
- ✓ Review your notes from other courses before beginning internship.
- ✓ Discuss all expectations with your Site Supervisor and get approval from the Coordinator of Field Placement and Supervision before committing to your site.
- ✓ Plan to work with clients of diverse backgrounds.
- ✓ Obtain quality recording equipment and a sufficient supply of tapes / discs.
- ✓ Always maintain client confidentiality.
- ✓ Plan on maintaining a student caseload of 40-50 students.
- ✓ Be sure all consent forms are signed before recording or providing services which require consent.
- ✓ Keep up to date with all paperwork.
- ✓ Make copies of all paperwork for your records.
- ✓ Remember to start and end your internship in accordance with the school district's schedule.

## **Final Words...**

The CSP faculty considers practicum and internship to be very important aspects of your professional development. We hope that your field experiences are fulfilling and rewarding. We offer this handbook as an aid to your journey. Carefully reading and following the policies and procedures will help you successfully complete this portion of your counselor education. Please let a member of the School Counseling faculty know if you need any additional guidance. Your feedback about the usefulness of this handbook would also be greatly appreciated.



**Southern Connecticut State University**

**DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY**

## School Counseling Practicum / Internship Application Form

**Directions:** This form and the Verification of Liability form must be completed and returned to the CSP School Counseling Coordinator of Field Placement and Supervision no later than the deadline for the term in which you enroll in this clinical experience. Remember you also must register for this course through the registrar at the appropriate time. Note that submission of the appropriate forms does not guarantee enrollment in this class. A separate form is required for each practicum or internship course that you take.

Application Deadlines:

Fall:

6/1

Spring:

12/1

**Clinical Experience (check one):**  Practicum  Internship

**Semester of Practicum/Internship (indicate one):** Fall \_\_\_\_\_ Spring \_\_\_\_\_

1. Complete your current contact information below.

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

Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

2. Indicate what semester you took each of the following courses. Only check those courses which you have completed. Remember to attach an unofficial transcript to this document.

CSP 540

CSP 550

CSP 555

CSP 568

CSP 570

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CSP 552

CSP 553

CSP 578

CSP 656

CSP 691

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Have you received below a B in any course?  No  Yes

4. Please complete the information below on the selected school site in which you will be working.

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

Level of School:  Elementary School       Middle School       High School

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_

5. Please complete the information below on your selected site supervisor and **attach a copy of their resume'**.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Highest Degree:  Doctoral Degree in \_\_\_\_\_  Masters Degree in \_\_\_\_\_

Credentials: School Counselor Certification Number: \_\_\_\_\_

Number of years worked as a School Counselor: \_\_\_\_\_

Email: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

I have read and understand the policies and procedures regarding confidentiality of client information and records management and the 2005 ACA Code of Ethics. I am aware that client confidentiality is protected by Federal regulations and am also aware of the penalties of non-compliance with these regulations and of noncompliance with the ACA Code of Ethics for case/record management and professional conduct while studying in the Southern Connecticut State University counseling program or serving as a counseling practicum or intern student. I am also aware that these laws, standards, and policies are applicable to me after termination of study or employment. I further understand that these laws, standards and policies must be followed to protect the welfare of counseling clients, the university, and related institutions.

6. Sign below indicating that all of the information included is true to the best of your knowledge.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Coordinator of Field Placement & Supervision

\_\_\_\_\_  
Date



## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

## Verification of Liability Insurance

**Directions:** This form and the Application for Practicum / Internship form must be completed and returned to the CSP School Counseling Coordinator of Field Placement and Supervision no later than the deadline for the term in which you enroll in this clinical experience. Attach a copy of the declaration page of your insurance policy.

Application Deadlines:

Fall:

Spring:

6/1

12/1

**Clinical Experience (check one):**  Practicum  Internship  
**Semester of Practicum/Internship (indicate one):** Fall \_\_\_\_\_ Spring \_\_\_\_\_

1. Complete your information below.

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

Policy Type:  Private  Related to Membership in a Professional Organization

Name of Insuring Organization: \_\_\_\_\_

Amount of Coverage: \_\_\_\_\_ Period of Enrollment: \_\_\_\_\_

2. Sign below indicating that all of the information included is true to the best of your knowledge.

\_\_\_\_\_  
Signature of Student\_\_\_\_\_  
Date\_\_\_\_\_  
Signature of Coordinator of Field Placement & Supervision\_\_\_\_\_  
Date



**DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY**

**School Counseling Practicum Contract**

This agreement is made on \_\_\_\_\_ between \_\_\_\_\_ and the Counseling and  
 (date) (field site)

School Psychology Department at Southern Connecticut State University. The agreement verifies that

\_\_\_\_\_ will be working during \_\_\_\_\_ semester(s) of the  
 (practicum student) (semester)

\_\_\_\_\_ school year for \_\_\_\_\_ per week.  
 (year) (# hrs)

**The Department of Counseling and School Psychology at Southern Connecticut State University will provide a Coordinator of Field Placement and Supervision and a Faculty Supervisor for each Student. Their responsibilities will be:**

Coordinator of Field Placement and Supervision

- Conduct an introductory meeting and orientation with the site supervisor.
- Will facilitate communication between University and field placement site.
- Notify students that they must adhere to the administrative policies, rules and standards of the field placement site.
- Be available for consultation with both Site Supervisors and students.
- Visit the site supervisor and the student at the internship site at least once during the semester and have at least one phone contact during the semester.

Faculty Supervisors

- Conduct class meeting or seminars every week throughout the semester.
- Establish course requirements via the course syllabus.
- Assist students in processing their new knowledge.
- Assist students to integrate their experiences with theory and research.
- Shall immediately contact the Coordinator of Field Placement and Supervision should any problems or changes in relation to the student, site or University occur.
- Evaluate the student and discuss that evaluation with him/her.
- Be responsible for the assignment course grade in field work courses.

**The Practicum Site agrees to:**

- Follow American School Counselor Association Ethical Guidelines.
- Adhere to all Connecticut State Requirements in the Training of a School Counseling Student that will lead to certification.
- Become familiar with the guidelines and expectations for SCSU School Counseling Students training on site.
- Become familiar with American School Counselor Association's National Model.
- Provide opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Practicum – **100 total / 40 direct hours**).
- Allow audio and video recording of client's sessions, with the guardian's consent.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.

**The Practicum Site agrees to provide a Site Supervisor who will:**

- Has at least a Masters degree in a counseling related field, holds Connecticut certification as a School Counselor and has held a position as a School Counselor for at least 4 years.
- Knowledge of the program's expectations, requirements and evaluation procedures for students
- Has had relevant training in counseling supervision.
- Seek to understand and meet each individual practicum or internship student's professional goals and needs.
- Provide students with an opportunity to work with students from diverse cultural, linguistic backgrounds and exceptionalities.
- Has the time for and interest in training a student.
- Schedules time for consultation with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation, and/or live supervision. A minimum of one hour per week is expected or required.
- Provides training and supervision needed for students to follow the policies and procedures of the school.
- Assists the student to become an accepted member of the staff.
- Communicates with the university supervisors regarding the student's performance as needed.
- Is available to meet with the Coordinator of Field Placement and Supervision on scheduled visits and to advise the Coordinator of Field Placement and Supervision of any problems which arise in connection with the student's progress.
- Reviews and sign all relevant paperwork, such as the Practicum and Internship Weekly Activities Logs.
- Assists the student in periodic self-evaluation.
- Completes a midterm and final evaluation of the student's performance throughout the semester.
- Provides opportunities for participation in school counseling associations.

### Identification of Site Coordinator and Coordinator of Field Placement and Supervision:

\_\_\_\_\_ will be the primary practicum site supervisor. The training activities  
(Site Supervisor)  
(reviewed below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the  
student's level of competence in each activity. \_\_\_\_\_ will be the faculty  
(Coordinator of Field Placement and Supervision)  
liaison with whom the student and practicum site supervisor will communicate regarding progress, problems,  
and performance evaluations.

**All parties agree that the following practicum activities will be included in the training that the student receives on site:**

#### Direct Services:

Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

- *Individual counseling* includes performing client sessions focused on the assessment and treatment of specific client goals.
- *Group counseling* includes participating in co-leading a student group focused around a specific group goal. In practicum a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.
- *Individual advisement* includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.
- *Developmental Guidance* includes conducting classroom lesson plans in accordance with the ASCA's national model of School Counseling. This also includes developing curriculum as mandated by state standards.
- *Testing and Assessment* includes any assessments that would fall under the purview of a school counselor.
- *Parent Consultations* includes any contacts or meetings that the practicum student has with parents of students within your school.
- *Parent Workshops* includes any trainings and parent-focused workshops that the practicum student co-leads.
- *Telephone or Email Contacts* include any direct contact that the practicum student has with students or parents which is not face to face. These hours should reflect only a small proportion of your direct service hours.
- *College Admissions/Career Planning* includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

Indirect Activities:

Below are descriptions of each activity that is considered indirect service hours.

- *Observation* includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.
- *Referrals* include outsourcing of services, including researching all options.
- *Teacher Consultation* is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.
- *Administrator Consultation* is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.
- *Team Meetings* are all student-focused meetings at the school site, including IEP and PPT student meetings.
- *Staff Meetings* are all other staff meetings that occur at the school site.
- *Professional Development Activities* are any trainings, workshops or conferences that you attend as part of your practicum experience.

Clinical Supervision:

Below are descriptions of each activity that is considered clinical supervision.

- *On-site supervision* includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.
- *Faculty individual supervision* includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.
- *University group supervision* includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Coordinator of Field Placement & Supervision

\_\_\_\_\_  
Date



**The Internship Site agrees to:**

- Follow American School Counselor Association Ethical Guidelines.
- Adhere to all Connecticut State Requirements in the Training of a School Counseling Student that will lead to certification.
- Become familiar with the guidelines and expectations for SCSU School Counseling Students training on site.
- Become familiar with American School Counselor Association's National Model.
- Provide opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Internship – **450 total / 180 direct hours**).
- Allow audio and video recording of client's sessions, with the guardian's consent.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.

**The Internship Site agrees to provide a Site Supervisor who will:**

- Has at least a Masters degree in a counseling related field, holds Connecticut certification as a School Counselor and has held a position as a School Counselor for at least 4 years.
- Has time for and interest in training a student.
- Provides opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Practicum – 100 total / 40 direct hours – and Internship – 900 total / 240 direct hours over 2 semesters).
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.
- Schedules time for consultation with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation and/or live supervision. A minimum of one hour per week is expected or required.
- Provides training and supervision needed for students to follow the policies and procedures of the school.
- Assists the student to become an accepted member of the staff.
- Communicates with the university supervisor regarding the student's performance as needed.
- Reviews and signs all relevant paperwork, such as the Practicum and Internship Weekly Activities Logs.
- Assists the student in periodic self-evaluation.
- Completes a midterm and final evaluation of the student's performance throughout the semester.
- Is available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
- Provides opportunities for participation in school counseling associations.

**Identification of Site Coordinator and Coordinator of Field Placement and Supervision:**

\_\_\_\_\_ will be the primary internship site supervisor. The training activities  
(Site Supervisor)  
(reviewed below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the  
student's level of competence in each activity. \_\_\_\_\_ will be the faculty  
(Coordinator of Field Placement and Supervision)  
liaison with whom the student and internship site supervisor will communicate regarding progress, problems,  
and performance evaluations.

**All parties agree that the following internship activities will be included in the training that the student receives on site:**

Direct Services:

Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

- *Individual counseling* includes performing client sessions focused on the assessment and treatment of specific client goals.
- *Group counseling* includes participating in co-leading a student group focused around a specific group goal.
- *Individual advisement* includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.
- *Developmental Guidance* includes conducting classroom lesson plans in accordance with the ASCA's national model of School Counseling. This also includes developing curriculum as mandated by state standards.
- *Testing and Assessment* includes any assessments that would fall under the purview of a school counselor.
- *Parent Consultations* includes any contacts or meetings that the practicum student has with parents of students within your school.
- *Parent Workshops* includes any trainings and parent-focused workshops that the practicum student co-leads.
- *Telephone or Email Contacts* include any direct contact that the practicum student has with students or parents which is not face to face. These hours should reflect only a small proportion of your direct service hours.
- *College Admissions/Career Planning* includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

Indirect Activities:

Below are descriptions of each activity that is considered indirect service hours.

- *Observation* includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.
- *Referrals* include outsourcing of services, including researching all options.
- *Teacher Consultation* is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.
- *Administrator Consultation* is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.
- *Team Meetings* are all student-focused meetings at the school site, including IEP and PPT student meetings.
- *Staff Meetings* are all other staff meetings that occur at the school site.
- *Professional Development Activities* are any trainings, workshops or conferences that you attend as part of your practicum experience.

Clinical Supervision:

Below are descriptions of each activity that is considered clinical supervision.

- *On-site supervision* includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.
- *Faculty individual supervision* includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.
- *University group supervision* includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Coordinator of Field Placement & Supervision

\_\_\_\_\_  
Date



DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

## School Counseling Internship Length Verification Form

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**Practicum Placement:**

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

**Internship Placement:**

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

***Internship Duration: 10 months***

Start date: \_\_\_\_\_ End date: \_\_\_\_\_

This student has committed him/herself to a 10 month long internship within a school setting as a requirement of CT state school counselor certification (068). The below-mentioned parties sign and acknowledge the fulfillment of this obligation.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Supervisor

\_\_\_\_\_  
Date

# School Counseling Weekly Log Sheet

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

Course:  CSP 553  CSP 676

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

Week of \_\_/\_\_/\_\_ to \_\_/\_\_/\_\_

Major Task	M	T	W	R	F	TOTAL
Individual Counseling						
Group Counseling						
Individual Advisement						
Collaboration						
Developmental Guidance						
504/ PPT Preparation & Assessment						
Parent Consultations						
Parent Workshops						
Telephone or Email Contacts						
College Admissions/Career Planning						
<b>DIRECT TOTAL</b>						
Observation						
Referrals						
Teacher Consultation						
Administrator Consultation						
Team Meetings						
Staff Meetings						
Professional Development						
<b>INDIRECT TOTAL</b>						
On-Site Supervision						
Faculty Individual Supervision						
University Group Supervision						
<b>SUPERVISION TOTAL</b>						

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Supervisor

\_\_\_\_\_  
Date

<b>SEMESTER TALLIES (incl. this week)</b>	
Direct:	_____
Indirect:	_____
Supervision:	_____
<b>TOTAL:</b>	<b>_____</b>

# School Counseling Semester Log Sheet

Name: \_\_\_\_\_ Course:  CSP 553  CSP 676

Site: \_\_\_\_\_ Week of \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Major Task	TOTAL
Individual Counseling	
Group Counseling	
Individual Advisement	
Collaboration	
Developmental Guidance	
504/ PPT Preparation & Assessment	
Parent Consultations	
Parent Workshops	
Telephone or Email Contacts	
College Admissions/Career Planning	
<b>DIRECT TOTAL</b>	
Observation	
Referrals	
Teacher Consultation	
Administrator Consultation	
Team Meetings	
Staff Meetings	
Professional Development	
<b>INDIRECT TOTAL</b>	
On-Site Supervision	
Faculty Individual Supervision	
University Group Supervision	
<b>SUPERVISION TOTAL</b>	

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Supervisor

\_\_\_\_\_  
Date



## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

**School Counseling Practicum Student Evaluation**  Site Supervisor  Course Instructor

**Directions:** This form is to be completed by the Site & Faculty Supervisor at mid-term and semester end and given to the Faculty Supervisor.

Name of Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  Midterm  Final

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

**Rating Scale**

1 – Unacceptable professional performance

4– Meets criteria consistently

2 – Meets criteria minimally

5- Exceeds expectations

3- Meets criteria minimally and seeks additional support

**Intra/Interpersonal Professional Behavior**

1. Openness to new ideas

1

2

3

4

5

2. Flexibility

1

2

3

4

5

3. Cooperative with others

1

2

3

4

5

4. Willingness to accept and use feedback

1

2

3

4

5

5. Awareness of own impact on others

1

2

3

4

5

6. Ability to deal with conflict

1

2

3

4

5

7. Ability to accept personal responsibility

1

2

3

4

5

8. Ability to express feelings effectively and appropriately

1

2

3

4

5

9. Attention to ethical and legal considerations

1

2

3

4

5

10. Initiation and motivation

1

2

3

4

5

**Ethics**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling

1

2

3

4

5

**Professional Competence**

1. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

1

2

3

4

5

2. Provides only those services and applies only those techniques for which she/he is qualified by education, training and experience

1

2

3

4

5

Site/Faculty Supervisor Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

Counseling Skills and Abilities					
1. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students	1	2	3	4	5
2. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	1	2	3	4	5
3. Demonstrates the ability to use procedures for assessing and managing suicide risk	1	2	3	4	5
4. Conducts programs designed to enhance student academic development	1	2	3	4	5
Consultation					
1. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	1	2	3	4	5
2. Makes appropriate referrals to school and/or community resources	1	2	3	4	5
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	1	2	3	4	5
Multicultural Competence					
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	1	2	3	4	5
2. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	1	2	3	4	5
3. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	1	2	3	4	5
Research and Evaluation					
1. Applies relevant research findings to inform the practice of school counseling	1	2	3	4	5

Overall Performance			
	Still Developing	Acceptable	Exemplary
1. Professionalism			
2. Overall Planning			
3. Overall Effect on Student Growth			

Supervisor Comments:

Student Comments:

Site/Faculty Supervisor Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I have reviewed and discussed this evaluation with my faculty supervisor.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Practicum Seminar Instructor

\_\_\_\_\_  
Date



## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

**School Counseling Internship Student Evaluation**  Site Supervisor  Course Instructor

**Directions:** This form is to be completed by the Site/ Faculty Supervisor at mid-term and semester end and given to the Internship Instructor.

Name of Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  Midterm  Final

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

**Rating Scale**

1 – Unacceptable professional performance

4 – Meets criteria consistently

2 – Meets criteria minimally

5- Exceeds expectations

3- Meets criteria minimally and seeks additional support

**Intra/Interpersonal Professional Behavior**

1. Openness to new ideas

1

2

3

4

5

2. Flexibility

1

2

3

4

5

3. Cooperative with others

1

2

3

4

5

4. Willingness to accept and use feedback

1

2

3

4

5

5. Awareness of own impact on others

1

2

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4

5

6. Ability to deal with conflict

1

2

3

4

5

7. Ability to accept personal responsibility

1

2

3

4

5

8. Ability to express feelings effectively and appropriately

1

2

3

4

5

9. Attention to ethical and legal considerations

1

2

3

4

5

10. Initiation and motivation

1

2

3

4

5

**Ethics**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling

1

2

3

4

5

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

1

2

3

4

5

**Professional Competence**

1. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

1

2

3

4

5

Site/Faculty Supervisor Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

Counseling Skills and Abilities					
1. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students	1	2	3	4	5
2. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	1	2	3	4	5
3. Demonstrates the ability to use procedures for assessing and managing suicide risk	1	2	3	4	5
4. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development	1	2	3	4	5
5. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	1	2	3	4	5
6. Assesses barriers that impede students' academic, career, and personal/social development	1	2	3	4	5
7. Conducts programs designed to enhance student academic development	1	2	3	4	5
8. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	1	2	3	4	5
9. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	1	2	3	4	5
10. Uses peer helping strategies in the school counseling program	1	2	3	4	5
Consultation, Referral and Advocacy					
1. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	1	2	3	4	5
2. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	1	2	3	4	5
3. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	1	2	3	4	5
4. Makes appropriate referrals to school and/or community resources	1	2	3	4	5
5. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	1	2	3	4	5
6. Locates resources in the community that can be used in the school to improve student achievement and success	1	2	3	4	5
7. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	1	2	3	4	5
8. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families	1	2	3	4	5
9. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)	1	2	3	4	5

Site/Faculty Supervisor Initials\_\_\_\_\_ Student Initials\_\_\_\_\_

**Multicultural Competence**

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	1	2	3	4	5
2. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	1	2	3	4	5
3. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	1	2	3	4	5

**Research and Evaluation**

1. Applies relevant research findings to inform the practice of school counseling	1	2	3	4	5
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	1	2	3	4	5
3. Analyzes and uses data to enhance school counseling programs	1	2	3	4	5
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	1	2	3	4	5

**Overall Performance**

	Still Developing	Acceptable	Exemplary
1. Professionalism			
2. Overall Planning			
3. Overall Effect on Student Growth			

Supervisor Comments:

Student Comments:

Site/Faculty Supervisor Initials\_\_\_\_ Student Initials\_\_\_\_

I have reviewed and discussed this evaluation with my site supervisor.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Internship Instructor

\_\_\_\_\_  
Date



## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

## School Counseling Student Evaluation of Site

**Directions:** This form is to be completed at semester end & forwarded to the Coordinator of Field Placement & Supervision.

Name of Supervisor: \_\_\_\_\_

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

Rating Scale						
N – No opportunity to observe	3 – Meets expectations					
1 – Unacceptable or Deficient	5 – Excellent opportunity					
Site						
1. Amount of on-site supervision	N	1	2	3	4	5
2. Quality and Usefulness of on-site supervision	N	1	2	3	4	5
3. Relevance of experience to professional goals	N	1	2	3	4	5
4. Orientation training was relevant and helpful for future work	N	1	2	3	4	5
5. Adequacy of site facilities	N	1	2	3	4	5
6. Exposure to ethnic, lifestyle and demographic diversity	N	1	2	3	4	5
7. Support and encouragement	N	1	2	3	4	5
Experiences (Rate the extent that you were able to participate in the following)						
1. Individual Counseling	N	1	2	3	4	5
2. Group Counseling	N	1	2	3	4	5
3. Individual Advisement	N	1	2	3	4	5
4. Developmental Guidance	N	1	2	3	4	5
5. Testing and Assessment	N	1	2	3	4	5
6. Parent Consultations	N	1	2	3	4	5
7. Parent Workshops	N	1	2	3	4	5
8. Telephone or Email Contacts	N	1	2	3	4	5
9. Observation	N	1	2	3	4	5
10. Referrals	N	1	2	3	4	5
11. Teacher Consultation	N	1	2	3	4	5
12. Administrator Consultation	N	1	2	3	4	5
13. Team Meetings	N	1	2	3	4	5
14. Staff Meetings	N	1	2	3	4	5
15. Professional Development	N	1	2	3	4	5

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

\_\_\_\_\_  
Date



DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

## School Counseling Student Evaluation of Site Supervisor

**Directions:** This form is to be completed at semester end then forwarded to the Coordinator of Field Placement & Supervision.

Name of Supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

Rating Scale	
N – No opportunity to observe	3 – Meets expectations
1 – Unacceptable or Deficient	5 – Excellent opportunity

Supervisor						
1. Observes and/or reviews recordings of my counseling sessions	N	1	2	3	4	5
2. Gives useful feedback	N	1	2	3	4	5
3. Encourages use of new and different techniques	N	1	2	3	4	5
4. Suggest ideas for developing my professional skills	N	1	2	3	4	5
5. Helps me define and achieve concrete goals in my clinical experience	N	1	2	3	4	5
6. Encourages and listens to my ideas for skill development	N	1	2	3	4	5
7. Helps me make sound ethical decisions	N	1	2	3	4	5
8. Encourages my professional development and behavior	N	1	2	3	4	5
9. Offers resource information	N	1	2	3	4	5
10. Helps me understand site policies and procedures	N	1	2	3	4	5
11. Helps me meet all hour requirements	N	1	2	3	4	5
12. Discusses theoretical approaches to my work	N	1	2	3	4	5
13. Encourages me to evaluate my own work	N	1	2	3	4	5
14. Clearly explains criteria in evaluating my work	N	1	2	3	4	5
15. Treats students and others fairly	N	1	2	3	4	5
16. Discussed multicultural competence or diversity issues with me	N	1	2	3	4	5

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

\_\_\_\_\_  
Date



# Southern Connecticut State University

## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

### Recording Consent Form for Minor Client

Counselor Supervision requires audio-recording and/or video-recording of counseling sessions and assessment of my work with clients in order to evaluate my skills. These recordings will be reviewed by my faculty supervisor, site supervisor and other graduate students enrolled in my graduate class. All recordings will be erased or destroyed after reviewing. These procedures require your consent. Information from the recordings is confidential given the above-described supervision and learning experiences. Additional exceptions to confidentiality are:

1. You direct me in writing to discuss your child’s situation with someone else.
2. Your child is determined to be a threat to themselves or others.
3. I am ordered by a court to disclose information.
4. There is an indication of child abuse that I am legally required to report.

#### CONSENT

I, \_\_\_\_\_, parent or guardian of \_\_\_\_\_, agreed to allow this minor  
(print full name) (print child’s full name)

child to be audio or video-recorded for training purposes. I understand the above conditions and have resolved any questions or concerns.

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum / Internship Student

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date