School Counseling
Practicum & Internship Manual
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INTRODUCTION

Introduction to Practicum & Internship

This manual provides general information about the practicum and internship field experiences in the Master of Arts Degree Program in School Counseling. Students should keep this manual in an easily accessible location so they can refer to it before and during their field experiences.

The purpose of field experiences is to provide students with real world experiences while they are learning how to become effective school counselors. Field experiences provide students with opportunities to practice individual and small group counseling skills, consultation, collaboration and teaming, advocacy, and leadership skills taught in coursework and reinforced and refined during the weekly classes attached to the field experiences. Thus, students practice consultation, collaboration, advocacy, and leadership skills as they progress from practicum through the internship courses.

Both practicum and internship involve actual on-site counseling experience. However, they differ in length and purpose. Practicum provides students with experience in individual counseling and group counseling, conducted in the context of 10 weeks of one semester and scheduled for approximately 10 to 15 hours per week. Scheduling for the practicum site would also extend beyond the end of the university semester, because this is the only opportunity for students to observe and participate in the school's end-of-year activities.

In contrast, internship offers students practice not only in individual counseling but also in all aspects of professional functioning including consultation, collaboration, leadership, advocacy, and coordination of community resources. This experience is scheduled for 20 hours per week on site for the entire university school year (2 semesters). On-site supervisors, doctoral student supervisors, and faculty members supervise practicum and intern students.
IMPORTANT GENERAL INFORMATION
ABOUT FIELD EXPERIENCES

Ethical Conduct
Counselor trainees are expected to follow the codes of ethics endorsed by the American Counseling Association and the American School Counselor Association. These documents are available on the websites of the named organizations.

Fair Testing Practices
Standardized tests of all forms are administered to students in schools. Counselors must advocate for the appropriate, fair, and equitable use of tests and for appropriate, fair, and objective interpretation of tests.

Liability Insurance
Students are expected to obtain liability insurance prior to the beginning of practicum and maintain that insurance until the completion of internship. In the event of any unusual occurrence, the insurance may be useful. Students can obtain the insurance and proof of insurance when they join the American School Counselor Association (www.schoolcounselor.org).

Professional Behavior
Students are expected to conduct themselves professionally during their work in local schools. Their dress and appearance should reflect that of a professional on the job. No sweats or jeans are permitted. Students must be punctual and respectful of both students and other adults. Please consult Counselor Education’s Progressive Remediation, Retention, and Dismissal policy for additional discussion.

Background Check
Students must arrange for a background check before they enter their field experiences as determined by University policy and state law. The campus police can facilitate this process. Information about this process will be provided well in advance of the practicum class, and should be completed early.
Record Keeping

Counselor trainees keep accurate records of their activities during practicum and internship. All forms are discussed thoroughly in practicum and internship classes. Reviewing the main forms prior to the beginning of field experiences provides students with an overview of the record-keeping activities they will need to complete. Copies of record keeping forms are located in the appendices.

Overall Expectations For Student Field Experiences

1. **Observation and orientation:** The students' orientation to school procedures and operations is important. Students should observe the on-site supervisors in various functions and also observe other professionals or specialists in the school such as the school psychologist, nurse, and principal. This observation phase should be long enough to orient the student but not so long as to interfere with the experiential quality of the field experience.

2. **Development of Individual and Group Counseling Skills:** School counselors-in-training must have the opportunity to counsel students under supervision. Field experiences support the development of individual and group counseling skills, and supervisors provide the feedback that students need to improve their skills.

3. **Classroom Guidance Skills:** Counselors-in-training are expected to develop units for the developmental curriculum that are delivered via classroom guidance. Since the OSU program stresses reaching all students, competency in classroom guidance is considered vital and mastering the facilitation skills necessary to conduct classroom guidance is an important aspect of the internship.

4. **Consultation Skills:** During internship counselors-in-training are expected to provide helpful consultation for teachers, parents, and other colleagues. Areas in which counselors-in-training can consult with other educators include student achievement, career development, student assessment, and problems students might encounter such as dealing with divorce in their families, school-based conflicts, and academic and educational decision-making.
5. **Leadership Skills:** Counselors-in-training will be expected to demonstrate leadership during field experiences. This may mean coordinating programs, writing a grant, conducting in-service for the staff, and implementing new student programs at their schools.

6. **Community Outreach:** Future counselors must know how to use the available resources in the community to improve student achievement. Specific assignments in practicum and internship classes are designed to encourage students to learn about their communities and its resources. A community mapping assignment in practicum requires students to map the resources around their practicum site so they can begin to understand the importance of reaching out and utilizing community resources in the education of children and adolescents. Community outreach is emphasized throughout the program.

7. **Program Development and Evaluation:** Future counselors will engage in the development and evaluation of a school counseling program based on a real school with which they are familiar or a fictitious school provided by their instructor. Students will be expected to field test or try out some of the activities they are developing for their school counseling program.

8. **Client Population:** All students will be placed in schools with diverse populations. The OSU Program has had a long collaboration with the Columbus Public Schools and many field experiences are located in schools within Columbus.
PRE-FIELD EXPERIENCE INFORMATION

Pre-Field Experience Requirements

Before students can enroll in the practicum experience, students must have completed successfully the following prerequisite courses and have attained no less than a grade point average of 3.0 in the Graduate School:

- 6731 Foundations of Counseling
- 6732 Theories of Professional Counseling
- 6733 Techniques of Individual Counseling
- 6734 Assessment in Counseling
- 6735 Counseling across the Lifespan
- 6736 Lifespan Career Development and Counseling
- 6737 Group Counseling
- 6738 Techniques of Group Counseling
- 6739 Legal and Ethical Issues
- 6740 Techniques for Counseling Children and Adolescents
- 6831 Professional School Counseling (concurrent with Practicum)

All students, including international students, are expected to have achieved satisfactory mastery of the English language to register for practicum and internship. The student’s advisor will make the final determination of the adequacy of his or her advisee’s language skills for field experiences.

Locating Field Placement

The Coordinator of Clinical Experiences will locate field experience sites for counselors-in-training. OSU’s program prepares school counselors to work in urban settings. An extensive partnership has been developed between the School Counseling Program, the Columbus Public Schools, and other districts as needed to provide excellent field experiences for practicum and intern students. Students must complete experiences at two levels (elementary & middle, middle & high, or elementary & high). As much as possible, student requests for the two levels that represent their specific interests will be sought. Generally the student will be assigned to his/her first level choice for practicum and will continue this placement during internship to allow the relationships developed during practicum to be maximized during internship. Normal internship assignments will be split between the student’s first and second levels of choice.
**Student Support Centers**

The School Counseling Program has established Student Support Centers in several schools in Columbus. The majority of placements will take place at these Student Support Centers. The centers have provided OSU the opportunity to place practicum and internship students in teams within a school. An on-site supervisor is hired by OSU and provides the immediate supervision and feedback needed by beginning counselors.

**Scheduling Information for Registration for Practicum**

When planning for practicum, students are required to attend a placement meeting which will be announced over email. In practicum, students will enroll for 4 credit hours.
PRACTICUM

Description of Practicum

Practicum is an arranged, supervised experience of 100 hours of counseling in schools. A practicum is taken for four credit hours for a minimum of ten on-site hours per week. It is also strongly suggested that students remain in their practicum settings after the semester ends at the university so that they can participate in the end-of-year activities in the school. Supervision will be arranged during this extension, but this time cannot be counted toward the satisfaction of practicum hours; the student must complete the required hours before the end of the semester. Students must engage in four hours of individual and group counseling per week while at their sites; the remaining hours should involve duties directly related to school counseling such as parent/teacher consulting, advocacy, and classroom guidance. Students must audio-tape and video-tape sessions on a regular basis and these tapes will be used for supervision. In addition, they are required to obtain signed informed consent forms from students and their parents or legal guardian.

Students meet with their site supervisors each week for administrative and individual supervision as needed. In addition, students meet with their University supervisors each week for one hour of individual supervision. A caseload of 4-6 cases by the third week is a general guideline for practicum. Individual and small group counseling are emphasized during practicum but students may also have the opportunity to conduct classroom guidance sessions and provide consultation to teachers and parents.

Practicum students are required to attend the practicum class for regular group supervision and to discuss other issues that arise at their practicum sites. Reviewing tapes of counseling sessions, role playing, presenting cases, learning about community resources, discussing how to work effectively with diverse cultures, and evaluating relevant legal and ethical issues are examples of seminar activities.
Standards and Performance Indicators Addressed in Practicum

Counselors-in-training are expected to progress toward meeting the program’s learning outcomes or standards. It is imperative that both students and supervisors understand the learning outcomes school counselors-in-training need to master during their field experiences. Students discuss these standards in the practicum and internship classes.

The basis of these performance expectations is the CACREP Standards for School Counselors (2009), which are presented in Appendix B 3. The knowledge for these performance standards will come in classes in the program, which will be reinforced in practicum and internship. The performance of students is monitored throughout the program and their field experiences. After students have completed their field experiences, on-site supervisors will be asked to complete the evaluation forms found in Appendix B 4. In addition to these evaluations, the program will secure the feedback of your supervisors directly into TK20. Supervisors are asked to rate the performance of counselors-in-training on a scale of 1-5 with “5” representing “mastery of the performance indicator as could be expected from an experienced professional”. Students completing practicum must achieve an average rating of “3” to be considered competent to enroll in internship. *It is important to note that the student is responsible for obtaining the experiences listed on the evaluation rubric; if no opportunities are presented by the supervisor, the student is expected to request the experience from the supervisor.*

Site supervisors are asked to review these forms carefully and receive training in supervision from OSU faculty. The forms clearly show the indicators on which students will be evaluated. University personnel discuss these forms with the supervisors and respond to any questions they have.
Description of Internship

The internship is an arranged supervised experience with a broad range of counseling functions including individual and group counseling, classroom guidance, advocacy, leadership, consultation, collaboration, and coordination. The Coordinator of Clinical Experiences selects and approves sites and supervisors. A school counselor provides supervision on-site. Either the school or the university may employ the on-site supervisor.

Internship is a total of 10 credits and at least 600 clock hours. Internship is typically completed as a year-long experience. Students work approximately 20 hours per week on site. Two hundred and forty hours of the 600 hours must be spent in direct services to students, defined as individual and group counseling, parent/teacher consultation, and developmental curriculum (classroom guidance). Interns start their experience in late August at the same time that public schools begin, and follow the internship site’s schedule for holidays and spring break to the end of the university semester, which ends before the end of the building’s school year.

Counselors-in-training are expected to counsel at least six students per week. Each semester of internship, school counselor trainees also are expected to conduct minimally one or two psycho-educational groups that are designed to help students remove barriers to their learning (e.g., study skills group, test-taking group, etc.). Students are required to purchase tape recorders so they can tape one counseling session each week. The university may provide cameras for video-taping classroom guidance and small group counseling sessions as assigned.

In addition, students are required to attend a three hour class each week. The class provides opportunities to discuss the interns’ professional activities, monitor progress, and learn new knowledge and skills. Discussion of strategies designed to improve student achievement, reviewing tapes of counseling sessions, role playing, case presentations, discussing consultation issues, evaluating school counseling program activities, addressing relevant legal and ethical issues, and sharing professional issues are examples of course activities.

Prerequisites courses for the internship include those for the practicum plus the successful completion (i.e. grade of at least "B") in practicum.
Standards and Performance Indicators for Internship

Counselors-in-training who are enrolled in school counseling internship also are expected to demonstrate progress toward achieving the CACREP Standards (2009) which are listed in Appendix B 3. Both students and supervisors should review the performance indicators, as both on-site and university supervisors will be asked to complete the rating scales found in Appendix B 4. These assessments are used to monitor the progress of counselor trainees and to improve the school counseling program.

ACCREDITATION DATA COLLECTION FOR EACH CANDIDATE

The National Council for Accreditation of Teacher Education

www.ncate.org

The Council for Accreditation of Counseling and Related Educational Programs,

www.cacrep.org

Because The Ohio State University is an NCATE-accredited institution, data is collected about and from each candidate in all programs culminating in licensure for education. In addition, the Counselor Education program is seeking accreditation from CACREP, and so follows the standards for the profession of counseling. For each school counseling student, data is collected throughout the program during coursework, at the end of practicum, at the end of internship, and then after graduation. You will be prompted by email when to complete the on-line rubric about your skills. Your timely completion of these instruments is critical and greatly appreciated.
DOCUMENTS

Appendix A – Record Keeping Forms

Appendix A 1: School Counseling Weekly Time Log – Practicum
Appendix A 2: School Counseling Weekly Time Log – Internship
Appendix A 3: School Counseling Annual Record of Internship Hours
Appendix A 4: School Counseling Taping Consent Form

Appendix B – Evaluation Forms

Appendix B 1: Self-Reflection Tape Review Form
Appendix B 2: Supervisor’s Tape Critique Form
Appendix B 3: CACREP Standards (2009) for School Counseling
Appendix B 4: School Counseling Evaluation Rubric
Appendix B 5: Evaluation of Field Placement Site
Appendix B 6: Evaluation Process Within Supervision Inventory
THE OHIO STATE UNIVERSITY  
College Of Education And Human Ecology 
Counselor Education Program

SCHOOL COUNSELING TIME LOG

Record Keeping Categories and Definitions

Counseling will include individual counseling, small group counseling, and classroom guidance.

Consultation will include consulting with parents and teachers.

Coordination will include coordination of activities that are school counseling related such as a college counseling program, a career fair, a career guidance program, peer tutoring, a mentoring program, an advisor/advisee program and/or a substance abuse prevention program

Planning and Program Management will include meetings that you have to discuss the activities in which you are involved at your school site, meetings in which you collaborate with other helpers in the school such as nurses, school social workers, and school psychologists. It can also include time that you plan to evaluate your activities and any in-school planning for delivery of your program.

Other:  A couple of activities could be logged here.  For example, your work with the community could fall under this category.  Community outreach includes working with social agencies or businesses in the community.  It is the time that counselors spend "brokering community services" for the good of students and their parents.

Leadership and Advocacy are two actions that permeate all of these categories.  You are expected to advocate for students as a natural part of your work in schools. Leadership may be demonstrated in consultation, coordination, or planning and program management.
APPENDIX A 1

SCHOOL COUNSELING WEEKLY TIME LOG -- PRACTICUM

Definitions:
Direct Service (40 of 100 hours required) is defined as individual counseling, group counseling, and teacher/parent consultation. Classroom guidance may only be counted with approval of your practicum instructor.
Indirect Service (60 of 100 hours) is defined as coordination of programs (i.e., college counseling program, peer tutoring, mentoring program, career fair, advisor/advisee program, etc.), planning and program management (i.e., meetings, logistics of the school counseling program, collaboration with other educational or community professionals, evaluations of your activities, in-school planning for delivery of your program), and other (i.e., community outreach, on-site supervision, etc.).

Expectations: Approximately 10 hours per week on site, counseling with at least 4 students per week (taped), one small group counseling experience per semester

DIRECTIONS:
Log each week on a separate chart. Keep a running total from week to week. Round to closest 1/2 hour and log increments of 1/2 hour in decimals if needed.

NAME: _________________________    WEEK OF __________________    Supervisor Verification Initials:   _______

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At the end of Practicum, you will submit a final copy of this form for OSU records, with all your hours totaled in each row for the semester.
Appendix A 2

SCHOOL COUNSELING WEEKLY TIME LOG -- INTERNSHIP

**Definitions:**

*Direct Service* (240 of 600 hours required) is defined as individual counseling, group counseling, classroom developmental curriculum, and teacher/parent consultation.

*Indirect Service* (360 of 600 hours) is defined as coordination of programs (i.e., college counseling program, peer tutoring, mentoring program, career fair, advisor/advisee program, etc.), planning and program management (i.e., meetings, logistics of the school counseling program, collaboration with other educational or community professionals, evaluations of your activities, in-school planning for delivery of your program), and other (i.e., community outreach, on-site supervision, etc.).

**Expectations:** Approximately 20 hours per week on site, counseling with at least 6 students per week (taped), 1-2 small group counseling experience per semester

**DIRECTIONS:**

Log each week on a separate chart. Keep a running total from week to week. Round to closest 1/2 hour and log increments of 1/2 hour in decimals if needed.

NAME: _______________________________ WEEK OF __________________ Supervisor Verification Initials: ____________________

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**TOTAL FOR DIRECT:**

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| Planning |              |              |                 |               |              |                |                   |
| Prgm Mgmt |              |              |                 |               |              |                |                   |
| Evaluation |              |              |                 |               |              |                |                   |
| Collaboration |         |              |                 |               |              |                |                   |
| Meetings |              |              |                 |               |              |                |                   |
| Indiv Supervision |           |              |                 |               |              |                |                   |
| Other |              |              |                 |               |              |                |                   |
| List below: |          |              |                 |               |              |                |                   |

**TOTAL FOR INDIRECT:**

At the end of Internship, you will complete Appendix A 3 from the Handbook for the total of all internship hours.
Appendix A 3

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION
SCHOOL COUNSELING INTERNSHIP IN SCHOOLS
Annual Record of Internship Hours

Intern Name: ___________________________ Total Hours for Internship: ____________

On-Site Supervisor’s Signature: ___________________________ (Primary Supervisor)

SUMMARY BY SEMESTER

Autumn Semester

Internship Site(s): ________________________________________________________________

Total Internship Hours This Semester: ________
  Total Hours in Individual Counseling: ________ Approximate # of students: ________
  Total Hours in Classroom Guidance: ________ Approximate # of students: ________
  Total Hours in Small Group: ________ Approximate # of students: ________
  Planning & Program Management: ________
  Consultation: ________
  Coordination: ________
  Other: ________

Unique Initiatives/Activities You Engaged In This Semester:

Spring Semester

Internship Site(s): ________________________________________________________________

Total Internship Hours This Semester: ________
  Total Hours in Individual Counseling: ________ Approximate # of students: ________
  Total Hours in Classroom Guidance: ________ Approximate # of students: ________
  Total Hours in Small Group: ________ Approximate # of students: ________
  Planning & Program Management: ________
  Consultation: ________
  Coordination: ________
  Other: ________

Unique Initiatives/Activities You Engaged In This Semester:

Appendix A 4
School Counseling Taping Consent Form

Note to the student: Your placement site might have a letter with more acceptable terminology. Please consult your site supervisor to determine the most appropriate consent form for your site. The ideal letter is on your school’s letterhead with both your supervising counselor’s signature and your signature.

Parent/Guardian Consent for Counseling Form

I (we) give permission for my (our) child _____________________________, a student at ___________________________ (school), to participate in counseling with _____________________________, a graduate student at The Ohio State University, who is enrolled in a field experience course during the _______ semester of 20______. It is understood that the counseling sessions will be electronically recorded and may be played in class for supervisors, instructors, and class members present.

These recordings will only be used for educational purposes and erased at the end of the course. It is understood that my (our) child is entitled to confidentiality and that information regarding communications made in the counseling sessions will be limited only to those directly involved in receiving, providing, or sharing the educational process and any professional consultants. Limitations to confidentiality exist for all clients.

I (we) do also release and forever discharge The Ohio State University and all involved parties from any and all suits which may result from participation in counseling.

Parent or Guardian/Date: _______________________________________

OSU Student/Date: _____________________________________________

OSU Supervisor/Date: _________________________________________

APPENDIX B 1
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

Self-Reflection Tape Review Form

Tape Critique Form Student ID: _________

Counselor in Training: ________________

Complete this form for each tape you present to your supervisor after you have listened to your own tape. Type this report using the categories below:

Write a brief session summary:

Intended Goals and how you monitor the student's progress toward reaching his/her goals:

Describe plans for further counseling/intervention with this student:

Identify the strengths you, as a counselor, demonstrated in this session:

Identify the areas in which you need to improve:
Supervisor’s Tape Critique Form: Rating Scale for Individual Counseling Skills

Name of Client _____________  Name of Counselor ______________ Date: ___________

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

Counseling Criteria:

1. Opening:
   Was opening unstructured, friendly, and relaxed? Did the counselor discuss confidentiality? Did the counselor provide structure for the session?
   5  4  3  2  1
   Remarks:

2. Rapport:
   Did the counselor establish good rapport with counselee? Was the tone of voice warm and respectful?
   5  4  3  2  1
   Remarks:

3. Interview Responsibility:
   If not assumed by counselee, did counselor assume appropriate level of responsibility for the conduct of the counseling? Did counselor or counselee take initiative?
   5  4  3  2  1
   Remarks:

4. Interaction:
   Were the counselee and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?
   5  4  3  2  1
   Remarks:

5. Acceptance/Openness/Genuineness:
   Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?
   5  4  3  2  1
   Remarks:

(continued on next page)
6. Use of Theoretical Approach:  
Did the counselor use a theoretical approach (SFBC, choice theory,) to assist the student? If so, note which theory the counselor was using.

   5  4  3  2  1

Remarks:

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

   5  4  3  2  1

Remarks:

8. Closing:  
Was the closing initiated by the counselor? Was it done smoothly and warmly?

   5  4  3  2  1

Remarks:

9. General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview  
How well did the counselor conduct the interview?

   5  4  3  2  1

Remarks

ADDITIONAL COMMENTS:
Appendix B 3

CACREP STANDARDS 2009
SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

A1. Knows history, philosophy, and trends in school counseling and educational systems.

A2. Understands ethical and legal considerations specifically related to the practice of school counseling.

A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

A6. Understands 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.

A7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work,
postsecondary planning, and college admissions counseling.

C5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

C6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

D3. 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.

D4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

F3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
ASSESSMENT

G. Knowledge

G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

G3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

H1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

H4. Makes appropriate referrals to school and/or community resources.

H5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

I1. Understands how to critically evaluate research relevant to the practice of school counseling.

I2. Knows models of program evaluation for school counseling programs.

I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

I5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

J1. Applies relevant research findings to inform the practice of school counseling.

J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
J3. Analyzes and uses data to enhance school counseling programs.

**ACADEMIC DEVELOPMENT**

K. Knowledge

K1. Understands the relationship of the school counseling program to the academic mission of the school.

K2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

L1. Conducts programs designed to enhance student academic development.

L2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**COLLABORATION AND CONSULTATION**

M. Knowledge

M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

M4. Understands systems theories, models, and processes of consultation in school system settings.

M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

M6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.


N. Skills and Practices

N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
N2. Locates resources in the community that can be used in the school to improve student achievement and success.

N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N4. Uses peer helping strategies in the school counseling program.

N5. 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.

**LEADERSHIP**

O. Knowledge

O1. Knows the qualities, principles, skills, and styles of effective leadership.

O2. Knows strategies of leadership designed to enhance the learning environment of schools.

O3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

O4. Understands the important role of the school counselor as a system change agent.

O5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P2. 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).
This evaluation consists of three parts: Professional Identity and Behavior, Professional Counseling Skills, and Professional School Counseling and Program Management Skills. The practicum counselor-in-training must achieve an overall rating of a Level 3 to pass practicum, and the internship counselor-in-training must achieve an overall rating of Level 4 to pass internship. Please note that counselors-in-training are responsible for obtaining and tracking their attainment of each behavior or experience listed in the rubric.

This rubric has been organized using BLOOM’S TAXONOMY (Revised, Anderson & Krathwohl, 2001), which outlines the shifts in thinking that learners experience as they progress from “novice” thinking to more “expert” thinking.

Lowest: Remember → Understand → Apply → Analyze → Evaluate → Create

Highest

For the purposes of this rubric, LEVEL 1 represents counselor-in-training behaviors that indicate that the student does not have access to, or chooses not to access, the information learned about the profession. He/she is not able to remember or chooses not to remember professionally relevant priorities.

LEVEL 2 represents counselor-in-training (CIT) behaviors that indicate the CIT does remember and understand professionally relevant priorities, but struggles to apply that knowledge and understanding.

LEVEL 3 indicates that the CIT is able to apply the knowledge and demonstrate understanding of professionally relevant priorities. This level is expected of successful practicum counselors-in-training.

LEVEL 4 represents CIT behaviors that indicates both application and analysis of professional situations, but is inconsistent in or unable to evaluate the resulting insights in order to create highly appropriate responses. This level is expected of successful internship counselors-in-training, and represents good performance as an entry level professional school counselor.

LEVEL 5 indicates that the CIT is consistently using “expert” thinking skills to evaluate professional situations and create professionally meaningful responses (i.e., behaviors and programs) that serve to enhance the school counseling program in particular and the whole school in general. This level is advanced and would be expected from practicing professionals with experience. It is presented here to describe exemplary CIT performance and to inspire further professional achievement.

If you have not observed a behavior or it is not applicable to your work with the counselor-in-training, please indicate “NA” (not applicable) or “NO” (not observed). Comments and suggestions for improvement are vital for the CIT’s growth. Please feel free to attach additional pages as needed.
<table>
<thead>
<tr>
<th>PART ONE: PROFESSIONAL IDENTITY AND BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1 Unacceptable</td>
</tr>
<tr>
<td>Follow Through with Tasks Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Attendance Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Initiating Activities Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Commitment to Profession Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Commitment to the Academic Mission of the school (K1) Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Quality of Work Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Persistence in the face of setbacks Rating: ______ NO / NA</td>
</tr>
<tr>
<td>Leadership (M3, O2) Rating: ______ NO / NA</td>
</tr>
</tbody>
</table>

Follow Through with Tasks
Rating: ______ NO / NA

Follow Through with Tasks Rating: ______ NO / NA
Tasks are usually left undone.
Tasks are done with prompting from others.
Tasks are completed without prompting; student monitors own accomplishment of timelines.

Attendance Rating: ______ NO / NA
Late arrival or absence without calling in.
Several late arrivals or absences; always calls in.
Almost never late or absent; always calls in.

Initiating Activities Rating: ______ NO / NA
Does not initiate any new programs or services. Must be prompted by others.
Initiates some activities, but without independence or autonomy.
Initiates new activities and brings energy and enthusiasm to tasks.

Commitment to Profession Rating: ______ NO / NA
Unmotivated, or motivated by external factors, i.e., wanting summers off.
Some level of student motivation.
High student counselor motivation; feels passion for the job of the school counselor.

Commitment to the Academic Mission of the school (K1) Rating: ______ NO / NA
Unaware or unconcerned about the academic progress of students.
Aware and committed to contribute to the academic progress of all students.
Highly dedicated to work to enhance the academic progress of all students.

Quality of Work Rating: ______ NO / NA
Work is of low quality; full of errors. No effort put into tasks.
Work is of basic quality.
Work is high quality; thoughtful, complete, thorough.

Persistence in the face of setbacks Rating: ______ NO / NA
Gives up at first sign of any resistance.
Persists and initiates additional effort to address setback.
Uses sound professional judgment to address setbacks in appropriate manner.

Leadership (M3, O2) Rating: ______ NO / NA
No leadership skills evident.
Accepts leadership when prompted by others.
Takes leadership role with tasks to motivate others.
<table>
<thead>
<tr>
<th>Making use of feedback</th>
<th>Does not take ownership of problems that are the source of negative feedback.</th>
<th>Takes responsibility for making changes suggested in feedback.</th>
<th>Actively seeks feedback and takes responsibility for making changes to improve skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Supervision of overall competence (D5)</td>
<td>Unaware of the quality of his/her work.</td>
<td>Able to evaluate own work with prompting.</td>
<td>Actively reflects on own work in an effort to improve skills.</td>
</tr>
<tr>
<td>Putting the needs of the team over needs of self (C5, M2)</td>
<td>Unaware of the needs of colleagues in the counseling office and acts in own self-interest.</td>
<td>Able to balance the needs of self and others to allow for smooth functions within school counseling program.</td>
<td>Able to assess situations in terms of the needs of his/her teammates and is willing to put the needs of the team first when the situation calls for it.</td>
</tr>
<tr>
<td>Ethical Behavior (B1)</td>
<td>Any violation of ACA or ASCA ethics.</td>
<td>Developing awareness of ethical issues in the school environment.</td>
<td>Highly ethical behavior; awareness of codes of ethics and sensitive to ethical issues in the school environment.</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td>Language, attire, and attitudes are unprofessional and inappropriate for a school setting.</td>
<td>Language, attire, and attitudes are acceptable for a professional in a school setting.</td>
<td>Language, attire, and attitudes are highly desirable in a school setting by setting an example for young people.</td>
</tr>
<tr>
<td>Actively Welcoming of Diversity (D1)</td>
<td>Intolerant attitudes toward persons of diversity or other beliefs and values.</td>
<td>Accepting of diverse persons, beliefs, and values.</td>
<td>Celebrates diversity and works to cross boundaries, seeks exposure to new beliefs and values.</td>
</tr>
<tr>
<td>Advocates for a Positive School Climate for all (F2, F3)</td>
<td>Unaware of school climate.</td>
<td>Aware of school climate and able to advocate for improvement of school climate with prompting.</td>
<td>Sensitive to school climate issues and actively advocates for improvement of school climate issues under own initiative.</td>
</tr>
<tr>
<td><strong>Advocates for a Positive School Climate for Diverse Students (F2, F3)</strong></td>
<td><strong>Unaware of school climate for diverse students.</strong></td>
<td><strong>Aware of school climate for diverse students and able to advocate for improvement of school climate with prompting.</strong></td>
<td><strong>Sensitive to school climate issues for diverse students and actively advocates for improvement of school climate issues under own initiative.</strong></td>
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</tr>
<tr>
<td>Rating: ______ NO / NA</td>
<td>Does not attempt to collaborate with others.</td>
<td>Initiates collaborative relationships with some hesitation.</td>
<td>Actively seeks collaborative relationships to enhance the functioning of the school counseling program and the school as a whole.</td>
</tr>
<tr>
<td><strong>Establishes effective collaborative relationships (C5, M3)</strong></td>
<td><strong>Whole-school focus (C5, E3, M2, M3)</strong></td>
<td><strong>Focuses only on school counseling program to exclusion of whole-school issues.</strong></td>
<td><strong>Focuses first on school counseling program and has started to transition focus to school-wide issues.</strong></td>
</tr>
<tr>
<td>Rating: ______ NO / NA</td>
<td>Rating: ______ NO / NA</td>
<td>Maintains focus on whole-school issues and uses school counseling program as a means of addressing school-wide issues.</td>
<td>Contextualizes and integrates the role of school counselor with the roles of other building professionals and recruits other professionals to assist in the agenda of the school counseling program.</td>
</tr>
<tr>
<td><strong>Understands the role of the school counselor in relation to the roles of the other personnel in the building (A3)</strong></td>
<td><strong>Knows about Professional Standards (A4)</strong></td>
<td><strong>Unaware and/or unconcerned about professional organizations, professional development, preparation standards, and credentialing.</strong></td>
<td><strong>Aware of professional organizations, joins with prompting. Limited commitment to professional development. Attains credentials as part of process.</strong></td>
</tr>
<tr>
<td>Rating: ______ NO / NA</td>
<td>Rating: ______ NO / NA</td>
<td>Committed to professional organizations. Demonstrated commitment to professional development. Proud of credentials.</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td><strong>Define:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating: ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL RATING:</strong> ______</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):**
## PART TWO: PROFESSIONAL COUNSELING SKILLS

<table>
<thead>
<tr>
<th></th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Below Average</th>
<th>LEVEL 3 Acceptable with room for growth</th>
<th>LEVEL 4 Good level of proficiency consistently demonstrated</th>
<th>LEVEL 5 High level of professional achievement consistently demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor Personal Attributes</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Is stilted and makes the student-client uncomfortable.</td>
<td>Able to establish a working relationship.</td>
<td></td>
<td>Is warm, caring, respectful, non-judgmental, and genuine.</td>
<td></td>
</tr>
<tr>
<td><strong>Management of Counseling Session (D2)</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Jumped from topic to topic and/or engaged in chit-chat.</td>
<td>Conducts relatively smooth session, with some side-bar discussions that do not contribute to the therapeutic agenda.</td>
<td></td>
<td>Conducts a smooth, flowing session that moved from one meaningful therapeutic topic to next.</td>
<td></td>
</tr>
<tr>
<td><strong>Management of Therapeutic Dialogue (D2)</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Does not respond to student-client statements, but moves to next question. Interrupts student-client.</td>
<td>Makes minimal response to student-client comments.</td>
<td></td>
<td>Acknowledges student-client communication before making next comment.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery of Content</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Questions, comments, and statements are random and lack purpose.</td>
<td>Questions, comments, and statements are relatively well delivered.</td>
<td></td>
<td>Questions, comments, and statements are blended, well thought-out, and well delivered.</td>
<td></td>
</tr>
<tr>
<td><strong>Pacing</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Pacing is too fast, rushing and interrupting the student-client.</td>
<td>Pacing is uneven, but suggests patience is developing.</td>
<td></td>
<td>Appropriate pacing resulted when counselor waits one beat before speaking</td>
<td></td>
</tr>
<tr>
<td><strong>Therapeutic Skills (silence, encouragement, empowerment)</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Therapeutic skills are random and do not function to facilitate a therapeutic relationship.</td>
<td>Therapeutic skills are developing.</td>
<td></td>
<td>Silence, encouragement, and other therapeutic skills are used effectively to facilitate therapeutic relationship and communication, and student-client insight and empowerment</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction and Summary</strong>&lt;br&gt;Rating: ______&lt;br&gt;NO / NA</td>
<td>Introduction and summary are rushed or incomplete.</td>
<td>Introduction and summary are present, but not fully connected with session content.</td>
<td></td>
<td>Introduction and summary are comfortable and complete</td>
<td></td>
</tr>
<tr>
<td><strong>Management of Emotions (D2)</strong>&lt;br&gt;Rating: ______</td>
<td>Processes own issues in session or does not know</td>
<td>Manages the student-client’s emotions during</td>
<td></td>
<td>Manages own emotions and demonstrates ability to</td>
<td></td>
</tr>
<tr>
<td>NO / NA</td>
<td>how to help the student-client with his/her emotions.</td>
<td>the session.</td>
<td>help student-client manage emotions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assessment of Strengths (C3; H1) Rating: ____ NO / NA</td>
<td>Unable to conceptualize the student-client in positive ways; uses deficit model.</td>
<td>Conceptualizes and assesses most students with a strengths-based awareness.</td>
<td>Strengths and positive attributes are focus of assessment and all interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Diversity Constructs (D1) Rating: ____ NO / NA</td>
<td>Unaware or uninterested in exploring diversity experiences with student-client.</td>
<td>Conceptualizes and assesses most students as unique in their diversity constructs.</td>
<td>Appreciation for diversity and respectful curiosity about diverse phenomenology foster broaching behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Barriers to Learning and Factors that Influence Academic Functioning (G1, H5) Rating: ____ NO / NA</td>
<td>Unaware or uninterested in exploring factors that influence learning or create barriers to learning with student-client</td>
<td>Conceptualizes and assesses learning factors and barriers to learning for most students.</td>
<td>Is able to effectively assess systemic and individual learning factors and barriers to learning for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and management of suicide risks (D4) Rating: ____ NO / NA</td>
<td>Unable to conceptualize ways to counsel students who present with suicidal risk factors.</td>
<td>With supervision, is able to conduct a suicide risk assessment and respond appropriately to protect student’s safety.</td>
<td>Is able to conduct a suicide risk assessment and respond professionally to protect student’s safety. Seeks support and supervision appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and management of substance abuse risks (G2) Rating: ____ NO / NA</td>
<td>Unable to conceptualize ways to counsel students who present with substance abuse risk factors.</td>
<td>With supervision, is able to conduct a substance abuse risk assessment and respond appropriately to protect student’s safety.</td>
<td>Able to conduct a substance abuse risk assessment, respond professionally within the school, refer student to comm resources as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Before Goals (H2) Rating: ____ NO / NA</td>
<td>Quickly moves to advice giving under the guise of goal setting.</td>
<td>Conducts assessment, but assessment may be incomplete.</td>
<td>Does not rush to provide answers or to problem solve, but conducts thorough assessment before discussing goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Setting Skills Rating: ____ NO / NA</td>
<td>Projects goals onto student-client without student-client input.</td>
<td>Conducts goals discussion, but may miss important parts of the student-client’s issues.</td>
<td>Counseling goals are primarily the student-client’s, and are thoroughly and actively discussed with the student-client.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Congruence (C1) Rating: ____ NO / NA</td>
<td>Interventions are not connected to any theory, are not effective, are inappropriate.</td>
<td>Interventions are not clearly connected to theory, but are developing.</td>
<td>Therapeutic interventions are theoretically consistent, well delivered and appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Self-Supervision of Counseling (D5)**
| **Rating:** ______  
| **NO / NA** | **Not able to evaluate his/her own counseling work.** | **Evaluates own counseling work with prompting.** | **Demonstrates self-awareness and ability to self-supervise (evaluated on the basis of the self-reflection exercises, discussions, and papers).** |
| **Appropriate Termination**
| **Rating:** ______  
| **NO / NA** | **Termination is inappropriate.** | **Termination is acceptable.** | **Termination is appropriate in timing and manner.** |
| **Group Counseling skills (C1, D2)**
| **Rating:** ______  
| **NO / NA** | **Does not know how to facilitate group counseling.** | **Conducts groups with co-facilitator or evidences emerging group skills.** | **Conducts creative and engaging group counseling sessions on meaningful topics.** |
| **Empowerment of students and families of diversity (E3, F1, M1, M5)**
| **Rating:** ______  
| **NO / NA** | **Does not empower students or families of diversity.** | **Empowers students and families of diversity to be self-advocates with prompting.** | **Actively and independently empowers students and families of diversity to be self-advocates.** |
| **Advocacy for students and families of diversity (F1, F2, M1)**
| **Rating:** ______  
| **NO / NA** | **Does not advocate for students or families of diversity.** | **Advocates for students and families of diversity in the school with prompting.** | **Actively and independently advocates for students and families of diversity.** |
| **Referral to another professional when needed (D5, H4, M2, N5)**
| **Rating:** ______  
| **NO / NA** | **Inappropriate referrals to other professionals (never refers or refers too quickly). Does not discuss referral with student or family.** | **Provides referral name to student or family, but unable to provide additional information about referral to increase comfort with process.** | **Provides referral name and information, along with other relevant information to facilitate referrals process.** |
| **OTHER**
| **Define:** ______  
| **Rating:** ______ | | |

**OVERALL RATING:**

**COMMENTS/ SUGGESTIONS FOR IMPROVEMENT** (attach additional sheets if needed):
## PART THREE: PROFESSIONAL SCHOOL COUNSELING AND PROGRAM MANAGEMENT SKILLS

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Below Average</th>
<th>LEVEL 3 Acceptable with room for growth</th>
<th>LEVEL 4 Good level of proficiency consistently demonstrated</th>
<th>LEVEL 5 High level of professional achievement consistently demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs and implements prevention and intervention plans for students (D3)</td>
<td>Unable to design or implement prevention and/or intervention plans based on student needs such as atypical development, wellness, language, ability level, multicultural issues, or resiliency.</td>
<td>Able to design and implement prevention and intervention plans based on student needs such as atypical development, wellness, language, ability level, multicultural issues, or resiliency.</td>
<td>Designs highly effective prevention and intervention plans for students based on needs.</td>
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<tr>
<td>Transition Planning (C4)</td>
<td>Does not conduct transition planning with students.</td>
<td>Conducts basic transition planning with student-clients.</td>
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<tr>
<td>Postsecondary Planning (L2)</td>
<td>Does not conduct postsecondary or future-oriented planning with students.</td>
<td>Conducts basic postsecondary planning with high-school student-clients.</td>
<td></td>
<td>Applies creative strategies and helpful interventions to aid students with transition planning.</td>
<td></td>
</tr>
<tr>
<td>Classroom Developmental Curriculum Skills (L3, K3, D2)</td>
<td>Does not know how or unable to compile information for delivery in a classroom guidance lesson.</td>
<td>Designs acceptable classroom developmental guidance lessons.</td>
<td></td>
<td></td>
<td>Designs highly effective interactive classroom lessons.</td>
</tr>
<tr>
<td>Classroom Management Skills (L3, D1, D2, K3)</td>
<td>Unable to manage student behavior during classroom developmental guidance lesson.</td>
<td>Controls student behavior with minimal distraction from lesson.</td>
<td></td>
<td>Engages students in such a dynamic way that problematic student behaviors do not occur.</td>
<td></td>
</tr>
<tr>
<td>Program/Needs Consultation Skills (C2, H3, M1, M4) Rating: ______ NO / NA</td>
<td>Does not consult with teachers, parents, or colleagues.</td>
<td>Started to participate in consultation with others.</td>
<td>Seeks opportunities to consult with teachers, parents, and colleagues.</td>
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<tr>
<td>Student/Teacher Needs Assessment Skills (G3, H3, M1, M4) Rating: ______ NO / NA</td>
<td>Does not conduct needs assessments to understand the needs in the school.</td>
<td>Started to develop methods to identify building needs.</td>
<td>Conducts continuous needs assessments, both formal and informal, to always know the “pulse” of the school.</td>
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</tr>
<tr>
<td>Program Design Skills (C2, L1, O3, P1) Rating: ______ NO / NA</td>
<td>Does not know how or is unable to design programmatic responses to school needs.</td>
<td>Designs adequate programmatic responses to address student or school needs.</td>
<td>Designs highly effective programmatic responses to address student and school needs.</td>
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<tr>
<td>Program Implementation Skills (C2, O3, P2) Rating: ______ NO / NA</td>
<td>Does not know how or is unable to implement programs.</td>
<td>Implements parts of the program he/she designs.</td>
<td>Implements a highly effective program.</td>
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<tr>
<td>Program Advocacy Skills (B2, F2, O4, P3) Rating: ______ NO / NA</td>
<td>Does not advocate for program or advocates in inappropriate ways.</td>
<td>Recognizes opportunities for advocacy and attempts to do so.</td>
<td>Advocates for program in a way that enhances the reputation and status of the program in the eyes of the school community.</td>
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<tr>
<td>Budgeting Skills (O3) Rating: ______ NO / NA</td>
<td>Not aware of budgeting issues that impact the reality of the program.</td>
<td>Articulates ways to manage program resources.</td>
<td>Actively understands program resources and actively seeks ways to increase funding through grants, etc.</td>
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<tr>
<td>Outcomes Evaluation Skills (C2, J2, J3, P1) Rating: ______ NO / NA</td>
<td>Does not collect outcomes data after individual programs are offered.</td>
<td>Collects outcomes data from individual program.</td>
<td>Collects outcomes data and compiles it in a meaningful way for constituent groups.</td>
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<tr>
<td>Program Evaluation Skills (C2, J2, J3, O3, P1) Rating: ______ NO / NA</td>
<td>Does not know how to collect data or evaluate the program in its entirety.</td>
<td>Evaluates program data to evaluate the program.</td>
<td>Designs innovative ways to document program accomplishments and share data with constituent groups.</td>
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<tr>
<td>Systemic Awareness (C5, E2, E3, M1) Rating: ______ NO / NA</td>
<td>Does not see systemic issues that impede student progress.</td>
<td>Able to identify systemic issues, but is not sure what to do to address them.</td>
<td>Identifies community, environmental, &amp; institutional opportunities and barriers to students and acts to enhance opportunities and reduce barriers.</td>
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<tr>
<td>Area</td>
<td>Description</td>
<td>Rating</td>
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<tr>
<td>Community Awareness (N2)</td>
<td>Unaware of services or resources available for students and families.</td>
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<td></td>
<td>Aware that there are services and resources in the community for students and families.</td>
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<td></td>
<td>Able to promote services and resources in the community for students and families due to efforts to collect such information.</td>
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<tr>
<td>Crisis Management Preparedness (A7, C6, M7)</td>
<td>Does not see need for school counselor involvement in crisis preparedness.</td>
<td>______</td>
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<td></td>
<td>Understands the need for building crisis planning but does not act on that understanding.</td>
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<td></td>
<td>Understands and participates in planning for building crises.</td>
<td>______</td>
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<tr>
<td>Engaging peers to promote student development (M6, N4)</td>
<td>Does not engage peers to promote student development (peer mediation, peer mentoring, peer tutoring, etc.)</td>
<td>______</td>
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<td></td>
<td>Engages peers in ways they can promote each other’s development</td>
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<td></td>
<td>Seeks out ways to engage peers as support for student development</td>
<td>______</td>
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<tr>
<td>Engaging families to promote student development (F4, M5, N1, P2)</td>
<td>Does not engage families of students to promote student development (parent programs, resources, etc.)</td>
<td>______</td>
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<td></td>
<td>Engages parents, guardians, and families in ways they can promote student development (parent programs, parent libraries, etc.)</td>
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<td></td>
<td>Seeks out ways to engage family as support for student development through programming, outreach, service, etc.</td>
<td>______</td>
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<tr>
<td>Engaging school community to promote student development (N3)</td>
<td>Does not engage school community to promote student development (teacher in-services, cross-training in developmental issues of students)</td>
<td>______</td>
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<tr>
<td></td>
<td>Engages school community in ways to promote student development (provides teacher resources, in-service training, professional development)</td>
<td>______</td>
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<td></td>
<td>Actively seeks ways to engage school community in support of student development.</td>
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<td>OTHER Define:</td>
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</tbody>
</table>

OVERALL RATING:

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):
As you complete your internship, you probably have many thoughts about your experiences. The faculty is interested in knowing how you perceived your experience and what can be done to make it even better. One important aspect of your internship is the site(s) in which you complete it. Please take a few minutes and reflect upon the advantages and disadvantages of your site(s). Please add additional pages as needed.

SITE ONE:
Name of Site: ______________________ On-Site Supervisor: ______________________
Advantages or best aspects of the site:

Disadvantages or greatest challenges of the site:

Additional comments:

SITE TWO:
Name of Site: ______________________ On-Site Supervisor: ______________________
Advantages or best aspects of the site:

Disadvantages or greatest challenges of the site:

Additional comments:
APPENDIX B 6

EVALUATION PROCESS WITHIN SUPERVISION INVENTORY

Indicate the extent to which you agree or disagree with each of the following statements. For each, circle the appropriate number on a 7-point scale, where 1 = strongly disagree and 7 = strongly agree.

1. The goals that my supervisor and I generated for my training seem important.
   1 2 3 4 5 6 7

2. My supervisor and I created goals that were easy for me to understand.
   1 2 3 4 5 6 7

3. The objectives that my supervisor and I created were specific.
   1 2 3 4 5 6 7

4. My supervisor and I created goals that were realistic.
   1 2 3 4 5 6 7

5. I think my supervisor would have been against my reshaping/changing my learning objectives over the course of our work together.
   1 2 3 4 5 6 7

6. My supervisor and I created goals that seemed too easy for me.
   1 2 3 4 5 6 7

7. My supervisor and I created objectives which were measurable.
   1 2 3 4 5 6 7

8. I felt uncertain as to what my most important goals were for this training experience.
   1 2 3 4 5 6 7

9. My training objectives were established early in our relationship.
   1 2 3 4 5 6 7

10. My supervisor and I never had a discussion about my objectives for my training experience.
   1 2 3 4 5 6 7
11. My supervisor told me what s/he wanted me to learn from the experience without inquiring about what I hoped to learn.

12. Some of the goals that my supervisor and I established were not practical in light of the resources available at my site.

13. My supervisor and I set objectives that seemed practical given the opportunities available at my site.

14. My supervisor welcomed comments about his/her style as a supervisor.

15. The appraisal I received from my supervisor seemed impartial.

16. My supervisor’s comments about my work were understandable.

17. I didn’t receive information about how I was doing as a counselor until late in the semester.

18. I had a summative, formal evaluation of my work at the end of the semester.

19. My supervisor balanced her/his feedback between positive and negative statements.

20. The feedback that I received from my supervisor was based on direct observation of my work.

21. The feedback that I received was directly related to the goals we established.
Strengths of my supervisor:

My supervisor could improve on:

Additional comments: