

INDIANA UNIVERSITY SOUTH BEND
COUNSELING & HUMAN SERVICES DEPARTMENT
SCHOOL COUNSELING
FIELD SUPERVISOR HANDBOOK, 2nd Edition



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INTRODUCTION

The Practicum/Internship is a capstone experience for school counseling students. This experience provides opportunities for application and integration of knowledge and skills. Your involvement with the Practicum/Internship program provides an important service to the profession and the counseling intern. The Field Supervisor's Handbook is designed to serve as a guide for you as a counseling intern supervisor.

The objectives of the Practicum/Internship experience reflect the training standards as set forth by the Indiana State Board of Education and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The counseling intern's progress should be based on the satisfactory completion of the listed objectives. Before certification all candidates must demonstrate knowledge and skill at the initial level as described within the Indiana Counselor Standards for Licensing.

The CHS school counseling program is a full-time three-year cohort program. During their second year, the school counseling practicum students complete a 200 hour practicum. As part of this practicum, the supervisors conduct the following activities with students: (1) individual counseling, (2) individual assessment, (3) group counseling, and (4) large group guidance presentations. However, the primary practicum training areas are individual and group counseling. Also, the student is expected to start getting familiar with all aspects of the site school counseling program.

During the third year, the school counseling students complete a 600-hour internship. As part of the internship, supervisors oversee the students' activities in (1) individual and group counseling, (2) individual planning, (3) group guidance and other site specific areas in school counseling. It is expected the internship will provide experience in all areas of the ASCA (American School Counseling Association) Model.

COUNSELOR EDUCATION PROGRAM

The Counselor Education Program at Indiana University South Bend is committed to the selection, training, supervision, and professional success of counseling students, in keeping with the high standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

At its May 2019 commencement, Indiana University South Bend (IUSB) awarded Masters of Science Degrees in Education -Counseling & Human Services-to members of its 41st graduating class. Throughout the past four decades, IUSB's Counseling & Human Services (CHS) Program has prepared professional counselors who have contributed significantly to the communities of North Central Indiana, Southwestern Michigan, and beyond. The respect and admiration earned by our alumni in their professional endeavors demonstrate the CHS Program's sustained commitment to excellence in fulfilling its educational mission.

Indiana University South Bend is fully accredited by the North Central Association for Colleges and Schools. Our School of Education and the Counseling & Human Services Program are both fully accredited by the National Council for Accreditation of Teacher Education and by the Indiana State Department of Education. Our CHS program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

CHS MISSION STATEMENT

The mission of the IUSB CHS Program is to prepare knowledgeable, ethical, and multi-culturally competent school counselors and clinical mental health counselors.

Faculty members embody a wide diversity of experience and provide students with a rigorous exploration of theoretical perspectives and evidence-based practices in an environment that promotes personal growth and reflection. Graduates exemplify the learning, skills training, and dispositions that reflect both career readiness and the highest standards of the counseling profession.

OVERVIEW OF CHS PROGRAM

The Indiana University South Bend Counselor Education Program reflects current knowledge of effective counseling practices within a rapidly changing society. Students acquire knowledge and skills in counseling theories and techniques, human development, school counseling systems, career development, family dynamics, and community resources. Students gain an awareness of social changes and the impact of these changes on students and clients. Special emphases are placed on ethical and legal issues, social justice advocacy, grant writing, the treatment of substance abuse and addiction, suicide prevention and intervention, understanding and prevention of violence and abuse, and other contemporary social problems. School counseling students are also taught the American School Counseling Association (ASCA) Comprehensive Program Model and Education Trust Transforming School Counseling Initiative (TSCI).

A cooperative relationship between a counselor education program and the internship site allows for sharing of ideas and resources. The supervision of the counseling intern is one of the opportunities for these institutions to work together.

APPRECIATION

Dear _____:

We would like to take this time to thank you for your commitment and dedication to the collaborative training and supervision of our student/intern. Without you, we would not be able to provide our students the experiences that are required for them to become competent professional school counselors.

We want to welcome you as part of the CHS School Counseling Program. We will provide you with as much support as possible in order for you to perform your supervisory responsibilities.

We are fully aware of the time commitment of supervising students/interns, so please do not hesitate to reach out to us for any resources.

Sincerely,

Dr. Yvonne Larrier, PhD, LPC, NCC, NCSC
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PROGRAM OBJECTIVES

The objectives of the CHS Program are to:

1. Provide a fertile learning and professional development environment for intellectually talented and interpersonally responsive students that represent a diverse and pluralistic society;
2. Provide curricular experiences reflecting CACREP preparation standards for students who are expected practice professionally in an increasingly multicultural society characterized by rapid social and economic change;
3. Develop effective clinicians with the skills and abilities to work within a wide range of settings;
4. Provide quality integrated didactic and clinical instruction;
5. Acquaint students with the technology available through the School of Education for research, training, professional development, and the delivery of services;
6. Provide a technologically sophisticated facility for the practice of counseling, assessment, and supervisory skills.
7. Identify, evaluate, and select sites which will provide quality field experiences;
8. Include faculty, current and former students, and personnel in cooperating agencies in a regular evaluation of the program, including a review of program curricular objectives;
9. Provide students with knowledge and conviction in ethical standards and practice; and
10. Provide a unique program experience through such features as cohort groups, support groups, close clinical supervision, and professional and networking functions.

The CHS Program faculty works with each student throughout their program of study to achieve the following educational goals:

1. Professional Identity – Students will develop a professional identity.
2. Social and Cultural Diversity – Students will acquire the skills and dispositions to be effective counselors in a multicultural society.
3. Human Growth and Development – Students will utilize the principles of human growth and development in their counseling activities.
4. Career Development – Students will acquire the skills to provide career development counseling.
5. Helping Relationships – Students will acquire the skills for a therapeutic helping relationship.
6. Group Work – Students will acquire group work skills.
7. Assessment – Students will acquire individual and group assessment skills.
8. Research and Program Development – Students will acquire research and evaluation skills.

Sample Activities That Involve Advocacy and Data-Driven Programming

School Counseling students SHOULD participate in these types of activities (or similar activities):

Family and Community Involvement

- Assist a teacher in organizing, implementing, and evaluating conferences with students and parents.
- Organize, implement and evaluate a parent education program aimed at helping parents learn how to support their children to succeed in school.
- Organize, implement, and evaluate a homework support program for a selected group of students.
- Counsel parents of two or more students to address issues related to and in support of student learning and academic achievement.

Program Organization and Administration

- Interview leader of the school counseling program and explore the organization and administration of the school counseling program, including programs for personal, social, academic, career and college counseling.
- Interview members of the school counseling team and other support staff regarding their responsibilities and duties.

Advocacy

- Identify a situation with one or more K-12 students that call for advocacy to promote learning and high academic achievement and prepare a report describing actual or planned advocacy interventions.

Leadership

- Assume a leadership role in an existing intervention program or initiate leadership in a new program aimed at increasing student learning and achievement.
- Practice communication to influence change in the school. Report your efforts to site supervisor for feedback, comments and suggestions. Site supervisor should observe intern in leader/influencer role.

Special Education

- Observe classrooms containing students with exceptionalities/disabilities. Discuss issues regarding disabilities to gain understanding of educational implications.
- Observe an Individualized Educational Planning meeting focused on a child with a disability.

Career Development and Counseling

- Develop or participate in a career guidance program that addresses career-to-work frameworks and the relevance of education to career development.
- Provide career guidance information to at least 2 students and/or classroom/s of K-12 students.
- Administer a battery of career-related tests and assessments to at least 2 students. Prepare a report of findings and discuss findings with students to assist them in developing academic and career goals.

Social and Emotional Development Counseling

- Identify students who may be at risk for aggressive or violent behavior, victimization, or perpetration. Discuss and implement approaches for working/counseling with one or more these students to eliminate the risk of problem behavior.

- Identify one or more students with low self-esteem and provide counseling to increase self-esteem, resiliency, and self-confidence.
- Work with two parties in conflict (e.g., parent and teacher, student and teacher, 2 students), assisting them to work through their conflict/problem. Use mediation skills and prepare a written report of the work identifying and evaluating outcomes.
- Design and implement a program promoting an awareness and respect for diversity and individual difference.
- Counsel at least 5 students that differ in cultural, racial, and/or ethnic background.

Group Counseling and Team Building

- Organize a group of students and apply group counseling leadership skills to address the goals and purposes of the group.
- Facilitate or co-facilitate one or more meetings of school staff, parents, and/or students in working on an education related task.
- Organize and lead a psycho-educational group for students aimed at increasing student learning and academic achievement.
- Organize a group of school stakeholders and conduct activities with the group and use facilitation skills to build the group into an effective team focused on an identified goal OR assist a currently functioning team with team building exercises and activities.

Consultation

- Establish a consultative relationship with at least 2 school staff members and/or parents providing understanding and conceptualization of student problems/issues, intervention strategies, skill development, and/or training designed to improve effectiveness with one or more students.
- Establish a team of parents, teachers, and/or other school staff aimed at increasing student learning and academic achievement AND/OR work with an existing school related team.
- Develop, organize, and implement an in-service education program for school staff, and/or parents, and community agency personnel focused on counseling and guidance related topics and issues.

Research and Program Evaluation

- Establish or identify an intervention program aimed at promoting student learning and achievement. Perform needs assessment, identify program goals, develop and implement program activity components and gather descriptive and numerical data on program outcomes including the impact on student learning.
- Gather data on a school program involving student support services, teaching and learning, tutoring, school attendance, etc. or examine existing data on such a program.
- Become familiar with testing and assessment procedures at school site.
- Work with at least two K-12 students in analyzing their test and assessment data to assist in educational advisement and planning.

Assessment and Use of Data

- Advise middle and/or high school students regarding courses and educational programs using student achievement records to establish high academic achievement goals and expectations.
- Observe and assist with the administration of academic performance tests, mental health, and career assessment.

- Develop a counseling activity based upon existing data

The Counseling Practicum Course

The practicum course (G524: Practicum in Counseling) is the first field experience required for CHS students, and is the initial opportunity for students to synthesize theoretical information from their coursework and apply it directly with clients. This course takes place under the training and supervision of department faculty as well as the clinical supervision of site supervisors. School counseling students will see clients in a school setting, but may choose to take their practicum in a community setting, if they wish. Students are responsible for locating their own practicum sites but may solicit suggestions and guidance from CHS faculty.

Classes meet weekly for 2.5 hours of group supervision. Students may also have one hour of individual or triadic supervision each week at a time arranged by the instructor and the student(s).

CHS faculty require supervisees to be exposed to diverse and varied experiences as much as it is possible. Ideally, students will work with different faculty supervisors. It is also preferable and encouraged that students work in different placements for each field experience, whenever possible. This is less of a concern if the placement offers a wide range of diversity in clients, counseling issues, and services. Be aware some placements require a year- long commitment, such as the IUSB Counseling Center.

Practicum Sites: Students are to locate their own practicum sites, working closely with CHS Field Placement Coordinator. Once located, be sure to get approval from the individual who is at the highest level of authority and responsibility at your setting.

It is also desirable to have a back-up site available: For various reasons, a student may find their site cannot fulfill their commitment, or the student may have difficulty obtaining the hours necessary to meet course and CACREP requirements. Therefore, an additional site may be required.

Class Sessions (small group supervision): During group supervision, students benefit from faculty and peer supervision and feedback. Students are also expected to discuss other relevant issues that arise in their practicum setting. Reviewing tapes of counseling sessions, role playing, presenting client conceptualizations, learning and sharing information about community resources, discussing how to work effectively with diverse cultures, sharing and practicing counseling techniques, and evaluating relevant legal and ethical issues are examples of seminar activities.

Faculty Expectation for Practicum:

1. Students will turn in all weekly reports, including logs for review. This allows for relevant and effective feedback.
2. Students are to attend all scheduled classes and supervisory sessions. Participation is imperative as this is the primary method for gaining knowledge, skills and insight as a counselor.
3. All agreements between agencies, contracts, students and IUSB **must be turned in** to your IUSB supervisor **before** counseling sessions could begin.

4. Proof of liability insurance must **be turned in** to your IUSB supervisor **before** counseling sessions could begin.

Insurance: Students commonly acquire their liability insurance through their membership in the American Counseling Association (<http://www.counseling.org>) or American School Counselor Association (<http://www.schoolcounselor.org>). Check their websites for more information.

Forms and procedures that elaborate on the practicum experience and outline the specific requirements of G524 are included in the Appendix.

Practicum Course Descriptions

G524: Practicum in Counseling (3 cr.)

Prerequisites: CHS Faculty Approval. Intensive supervision of the Practicum counseling practice with clients in approved field sites in schools or community agencies. Additional fee required.

Purpose of the Practicum

The Practicum provides an opportunity for students to apply clinical counseling skills, under close supervision, in a real life work environment. As a part of the practicum the student will be expected to:

1. Practice skills learned in previous course work;
2. Receive feedback from instructor and peers on his/her level of effectiveness in a helping relationship;
3. Share clinical counseling experiences with others in a supportive setting;
4. Learn what problems others are encountering and what solutions could be considered;
5. Share techniques that are promising;
6. Work with a variety of clients and presenting problems;
7. Experience those characteristics that are unique to different settings; e.g., schools, businesses and agencies;
8. Relate theory to practice;
9. Begin the formulation of an applied theory of counseling;
10. Research areas of professional interest;
11. Work in an ethical and professional manner; and
12. Work toward professional certification/licensure requirements.

In addition to providing actual counseling experiences for the student, it is anticipated that the practicum will help meet the needs of community businesses, schools and agencies by providing well-trained students who can perform a variety of human service duties.

Practicum Requirements

(The guidelines for minimum hours have been developed in accordance with CACREP standards for your clinical practicum experience.)

1. 200 CLOCK HOURS at your practicum site. This averages out to about one day full-time per week, but may be acquired in smaller increments.
2. 40 DIRECT SERVICE HOURS. This is a requirement of the state and CACREP. Direct hours are considered face-to-face interaction with client(s), or other personnel in a counseling or consultation role. These hours are commonly acquired through individual and group counseling, but some hours may also be accumulated through staffings, conferences with student/client/parent/case worker, etc. as well as classroom counseling instruction. Assessments of clients or students would also be considered direct service hours. Practicum students may acquire more than 40 hours of direct service time, but 40 hours is the minimum. Any additional direct hours can then be added to the total of 200 clock hours, thus reducing the number of indirect hours needed.
 - a. Each student will present a predetermined number of taped counseling sessions. These tapes may be reviewed in individual or group supervision, and each tape must be a minimum of 20 minutes. Tapes may be of individual or group counseling sessions or classroom guidance lesson presentations and require special permission from guardians and sites.
 - b. ALL TAPED SESSIONS MUST BE ERASED, RECORDED OVER, OR DESTROYED AFTER THEY HAVE BEEN USED IN SUPERVISION.**
3. INDIRECT SERVICE HOURS. These are hours spent on site, but not directly working with clients, students or other personnel. Paperwork, case notes and record keeping are examples of indirect service hours. Observations, such as observing a session also count as indirect hours. Any training acquired at the site fall under indirect hours (e.g., orientation, child abuse training) and scoring assessments and writing reports also qualify as indirect service hours.
4. CACREP requires that site supervisors have:
 - a. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses
 - b. a minimum of two(2) years of pertinent professional experience in the program area in which the student is completing clinical instruction
5. CASE STUDY PRESENTATIONS. Students will formally present a predetermined number of recorded sessions to their group supervision class. Students will prepare a client conceptualization report for each presentation, and distribute the report prior to the review of the tape. Directions for writing the client conceptualization will be provided in your syllabus.
6. Each practicum student will keep a log of practicum activities that will be turned in weekly for review. Logs will be reviewed by the university supervisor during group/individual supervision. You may use the log provided in the manual, or create your own with your university supervisor's approval.
7. You must plan and conduct one classroom instruction lesson, at either the elementary or secondary level.
8. You must co-facilitate two group counseling sessions. These sessions can be part of a group already in progress, but must be co-facilitated by a mental health professional working for the school (e.g., school counselor, school psychologist, school social worker).

10. ANY OTHER ASSIGNMENTS required by your Practicum Syllabus, deemed appropriate by your instructor.

11. All written agreements, such as contracts between agencies/schools, students and insurance must be turned in to your IUSB faculty supervisor before counseling sessions can begin. You may participate in orientation activities but you may not provide counseling to anyone until all forms have the required signatures.

12. Note that all practicum students MUST carry liability insurance. You can obtain this insurance through ASCA or ACA. Proof of insurance must be verified BEFORE you may begin any counseling activities with students.

13. LOGS, EVALUATIONS, AND FINAL HOURS are due the last class of the semester. Unreturned field supervision evaluations will result in an "I" grade for that semester.

14. The instructor reserves the right to modify and add assignments throughout the practicum as part of the group or individual supervision sessions. The instructor also reserves the right to assign remediation work as per ACES ethical guidelines.

School Counseling Internship Requirements

- 300 total hours for **EACH** semester of internship. Students should be prepared to work at least half-time in the school setting. CACREP requires 600 clock hours total for the internship experience.
 - CACREP requires 240 direct hours – 120 direct hours each semester
 - The remaining hours each semester are indirect hours, as well as supervision hours.
- Students must acquire a minimum of 50 direct hours at the level where they are not obtaining the majority of their internship experience.
- CACREP requires one hour of on-site supervision each week with your on-site supervisor. Be sure the on-site supervisor is aware of this requirement.
- CACREP requires that site supervisors have:
 - a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses
 - a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction
- Each intern will meet weekly for group supervision, unless otherwise specified by the university supervisor.
- Each semester interns will produce, review and present in class recordings of individual or group counseling sessions.
- University supervisors may conduct on-site supervisory visits.
- Each intern will keep a log of internship activities that will be turned in weekly for review.
- Logs will be reviewed by the university supervisor during group/individual supervision. You may use the log provided in the manual, or create your own with your university supervisor's approval.
- Interns are required to develop a small group curriculum and facilitate(co-facilitate) one small, time limited group(per semester) of 4-8 students on an identified topic as determined by the intern, student need, and in collaboration with the field supervisor. The group must be at either the elementary level or the secondary level.

- Interns are required per internship manual to develop and present (co-present) at least two (2) classroom instruction lessons (per semester).
- Throughout the internship, interns are expected to become familiar with resources and programs within the school building, school corporation, local and state (both private and public) agencies and organizations. Interns will be expected to demonstrate knowledge about these resources and how they can be linkages with students, their families, and community, and how they promote student academic, career and social-emotional development. The following are suggestions, but are not limited to:
 - Student Support Teams
 - IEP Meetings
 - Parent Teacher Conference
 - School crisis/emergency plan
 - Department of Family and Children Services (child abuse reporting, etc.)
 - IDOE Student Services Resources for school counseling and guidance
 - ISCA Resources
 - ASCA Resources
- School counseling programs need funding. Each student will research grant writing gathering information about grant availability, funds, foundations, the process, and actually write a grant. Every student will work on a grant proposal specific to an advocacy issue at his or her school or school community. This must be done in collaboration with your on-site supervisor and university supervisor.
- Interns are required to attend at least one counseling conference (e.g., ICA, ISCA, or other state or national conference). A report, sharing salient information from the conference should be prepared and shared with peers during group supervision.
- Semester evaluations by the on-site supervisor and a self-evaluation completed by the intern are due the last class of the semester. Unreturned field supervision evaluations will result in an “I” grade for that semester.
- Inform on-site supervisors that they are invited free of charge to IUSB’s annual CHS Conference.

Tasks That Meet Direct Service Hours Requirement during Internship:

- Individual, group, couple, and family counseling sessions
- Consultation with other professionals about the intern’s client. This does NOT include supervision meetings
- Staffing and team meetings ONLY for the amount of time that the intern’s client is being discussed

- Psycho-educational workshops facilitated or co-facilitated by the intern
- Career fairs
- Testing procedures which require the intern to be present and administer/co-administer a standardized test
- Program planning and implementation
- Community education
- Classroom presentations
- Parent or family consultations (including parent-teacher conferences)

Responsibilities of the On-Site Supervisor

The On-Site Supervisor will:

1. Provide the internship student with ample experiences in counseling services appropriate to the school and the IUSB Counseling and Human Services Program.
2. Provide training and supervision needed for interns to carry out the policies and procedures of the agency serving as a site for the field experience; and to meet with the intern at least once a week for supervision.
3. Provide adequate facilities for the intern to carry out counseling responsibilities, including:
 - a) Individual counseling;
 - b) Small group counseling (6 – 8 participants);
 - c) Staff meetings; and
 - d) Other relevant agency functions
4. Share in the evaluation of the intern's professional growth.

Functions of an On-Site Supervisor

The On-Site Supervisor performs the following functions:

1. **Leadership** - facilitating the professional growth of an intern by having the intern do the work, organizational, and required tasks of a community or school counselor.
2. **Motivation** - the process that propels an intern to perform the roles of a counselor that satisfy highly individual needs for respect, achievement, and a sense of personal worth among the clients.
3. **Performance Feedback** - relaying performance measurements back to the intern, which are defined in the criterion outlined in the supervisory plan.
4. **Problem-solving** - problem solving is the process of lessening or eliminating the gap between expectations and what exists in reality.
5. **Decision-making** - decision making is required if more than one course of action for problem solving is available. Decisions have to be made constantly within the site and counselors are required to make decisions based upon their ethical code(s) (i.e. ACA Ethical Code or ASCA Ethical Code).
6. **Performance Appraisal** - the process of establishing the extent to which the supervisee meets the objectives outlined in the intern's contract.
7. **Scheduling** - the process of assigning tasks to the intern.

8. **Time Management** - the process of fitting the program requirements into a manageable schedule for both supervisor and intern.
9. **Planning** - the process of picturing in advance how a supervisory objective will be obtained in order to minimize problems and assist the intern in reaching goals and objectives.
10. **Field Supervision** - Training, educating and mentoring with effective methods and interventions.

Characteristics of an Effective Supervisor

Effective Supervisors:

- Enjoy teaching others
- Have patience when others cannot understand
- Give indirect suggestions/guidance
- Plan effectively
- Have a positive attitude when expected to answer questions and explain actions
- Discuss school issues in a constructive way
- Tolerate others making mistakes
- Give and receive criticism
- Enjoy decision making
- Work with others in a team approach
- Manage paperwork effectively

Supervision Involves:

- Assuming more responsibility for managing the work of others
- Assuming the increased responsibilities that are inherent in the supervision of others
- Being responsible for decision making about another person's abilities, skills, practice
- A greater commitment to the education of future school counseling practitioners
- Assuming responsibility for the supervisee's clients

Techniques in Supervision

A variety of training techniques are available to the supervisor. These techniques are not too different from those used to teach students or to counsel clients and are probably already in the supervisor's repertoire. The following is a brief review of those techniques:

DIDACTICS: Some direct instruction may be helpful (or even necessary) for the supervisees to achieve success in the field placement. Although Indiana University South Bend attempts to prepare student counselors adequately before placing them in the field, the training is broad and cannot prepare each student for every eventuality. It may be necessary for the supervisor to spend some time with direct teaching of specific subskills. In this endeavor, the supervisor may require the supervisees to read relevant material or attend relevant workshops.

MODELING AND DEMONSTRATION: The counseling student has read extensively in the field of counseling, attended classes, passed tests and engaged in counseling during practicum. However, nothing is quite as instructive as watching a seasoned professional in action. It is especially helpful for intern students to observe their supervisors in action and it is usual for them to spend some of their time shadowing the supervisor. One demonstration may be worth thousands of words in a textbook.

ENCOURAGEMENT: Anxiety is the companion of the fledgling counselor and can serve either as a motivator for change or it can overwhelm and arrest development. The supervisor is in a position to help the student accept their learner status, meet the challenge of new learning opportunities, and gain confidence in their emerging skills. This encouragement comes through expression of optimism and confidence in the counselor, accurate interpretation of errors, and acknowledgment of successes. Periodic review of student-counselor progress is very helpful in the encouragement process. Supervisees constantly ask themselves "How am I doing?" The supervisor can do much to answer the question and in the process encourage the student counselor to develop further.

CONSULTATION: Although supervisees may need concrete direction during the early stages of their development, their need for directives diminishes as they gain in skill and confidence. The supervisee's requests come to sound less like "Tell me what to do" and begin to sound more like "Help me solve this problem." This shift is a sure sign of professional growth and is best met through a consultative rather than a directive approach. In consultation, the student counselor accepts responsibility for arriving at a problem's solution and uses supervision more as a brainstorming and feedback mechanism. In honor of the student counselor's attempts at independence, the wise supervisor avoids solving problems and rescuing the supervisee. Instead, the supervisor may respond to the supervisee's requests for help by offering suggestions or playing "devil's advocate" to tentative solutions generated by the supervisee. This is done while tacitly acknowledging that it is the supervisee who will choose and implement the problem's solution.

ONGOING EVALUATION: Perhaps no other single procedure generates more anxiety for the student counselor than the supervisor's evaluation of their performance. This makes the evaluation a powerful technique for change. I U S B asks site supervisors to evaluate student counselor performance at the end of each quarter, but does not limit the number to these three. Of course, most student counselors make satisfactory to excellent progress and completion of the evaluation may be used as a vehicle to acknowledge competent performance. For more routine evaluation, the University provides a Self-Assessment of Counseling Skills form which contains the essential components of the supervisee's performance to be addressed, along with the Tape Rating Form, which includes a section to identify specific strengths and weaknesses and to make comments.

For some student counselors, there may be a greater need for formal evaluation. If that is the case, the prudent site supervisor seeks consultation from the university supervisor. Should the student counselor evidence serious deficiencies, they should be noted as early in the supervision process as they become evident and noted in writing. The written evaluation should include specific guidelines for corrective action.

DEVELOPMENTAL THEORY AND SUPERVISION

"Begin with the end in mind" is part of the advice given by Stephen Covey in his book *Seven Steps of Highly Successful People* (1989), New York: Simon & Schuster. It may be helpful to envision the outcome of the supervision process at the beginning in order to achieve some perspective of the changes that will inevitably occur during the course of the Practicum/Internship. Student counselors usually begin their field experience with uncertain skills and apprehension concerning their new relationship with the supervisor. Hopefully, they complete their field experience with refined skills, enhanced professional self-confidence and an appreciation of the supervision relationship. There is a sequential process that student counselors and supervisors go through as they move toward successful completion of the supervision experience. Loretta Bradley (*Counselor Supervision, 1989*) has summarized this process as a stage sequence:

STAGE ONE: EXCITEMENT AND ANTICIPATORY ANXIETY: At the beginning of the supervision process, the student counselor usually experiences a combination of excitement and anxiety. During this brief stage, the supervisor has the opportunity to clarify expectations for performance, convey empathy for the student counselor's anxieties and convey optimism and enthusiasm for the supervision process.

STAGE TWO - DEPENDENCY AND IDENTIFICATION: As the student begins to perform the role of the counselor he or she usually has feelings of insecurity and self-doubt. The student counselor may attempt control those feelings through dependence on the counselor, asking many "How do I?" questions. Since the neophyte has not yet established an identity as a counselor, he or she may emulate the supervisor. This can be thought of as "borrowing" the supervisor's professional identity. This state of dependency usually diminishes as the student counselor experiences some initial successes and feels a greater sense of professional worth.

STAGE THREE: ACTIVITY AND CONTINUED DEPENDENCE: This stage is characterized by fluctuations in student counselor's confidence and performance. They have not yet developed a sense of their own limits, and may alternately overestimate and underestimate their own

capabilities. They may attempt to operate independently, and then seek help from the supervisor in

times of crises. To the supervisor, their performance may be seen as variable, even unpredictable. The supervisor can be of greatest assistance to the supervisee at this stage by conveying acceptance while modeling stability and predictability.

STAGE FOUR: EXUBERANCE AND TAKING CHARGE: By now, the supervisee has gained a better understanding of his or her own skills and limitations and is more effectively integrating classroom learning with experience. The student counselor is now beginning to form a professional identity. At this stage, the supervisor needs to spend less time being nurturing and supportive, allowing the student counselor greater responsibility.

STAGE FIVE: IDENTITY AND INDEPENDENCE: As the student counselor continues to refine skills and increases in self-confidence, their need for supervision lessens. At times they may even devalue the supervisor's role in an attempt to assert their independence. This stage may be likened to a “professional adolescence” where the supervisee's developmental task is to seek autonomy. As with the parents of adolescents, the supervisor may need to negotiate with the supervisee on issues of limits while remaining non-defensive. Here, supervisors walk a “thin line, balancing their own responsibility for the supervisee's performance against the supervisee's needs for independence.” At this stage of the supervision process, the wise supervisor shifts away from the role of director and assumes more the role of consultant. The supervisor may feel concomitant loss of esteem and control. Although painful, this is a necessary stage in the developmental process.

STAGE SIX: This is the concluding stage of the supervision process. The student counselor is about ready to enter into the professional world and will soon be on more equal footing with the supervisor. This is a good point in the process to review the growth and changes made by the supervisee over the course of the field experience. Congratulations are appropriate, both for the student counselor and the supervisor.

The supervisor can assist the intern in a general way to think about present and future situations by asking some of the following questions.

1. What do you like about the student and/or group?
2. What was the major focus of the session(s)?
3. What worries you about the student and/or group?
4. Theoretically, what was the basis of what you have presented about the student and/or group?
5. On what basis did you decide to use the techniques you did in the session with the student and/or group?
6. In selecting the technique, what needed to come before and what should occur after the technique?
7. What were you experiencing during the situation with the student and/or group?

8. What did you do after meeting with the student and/or group?
9. What do you plan to do next with the student and/or group?
10. What did you learn about yourself and school counseling during the session(s) with the student and/or group?

NOTE: School counselors are required to report any incidents of child abuse, neglect, or even suspicion be it possible emotional, physical or sexual or any combination of child abuse. It is the role of the school counselor intern and on-site supervisor to consult together to make the determination as to the need of the report. It is important for the school intern to know the procedures for reporting child abuse in the school.

Evaluation of the Practice of School Counseling

A. Evaluation of Learning:

Evaluation in this context is used to define the relationship between the university supervisor, the on- site supervisor and the school intern, evaluating the intern's practice to enhance learning and effectiveness in practice. It is important to recognize the need for evaluation may cause defensiveness of the supervisor, intern, or both. The best ways to avoid defensiveness in supervision is to:

1. Openly admit that defensiveness may occur without much provocation;
2. Agree to discuss any points of defensiveness and explore ways of eliminating it; and
3. Remove at the onset any potential methods that could lead to defensiveness - e.g. comparisons among interns.

Important Steps for the School Counseling Intern Supervisor

1. As the intern may likely have limited experience applying theory, concepts and techniques, the supervisor should do an assessment of the intern's knowledge, experience, and abilities. This could be accomplished by reviewing the "additional readings" materials provided in this handbook. This process would allow the supervisor to offer guidance and input into the policy and procedures of the school corporation in dealing with students' issues and problems, referral processes, reporting procedures, and/or other critical information the intern would need.
2. Emphasis should be on evaluating the intern's practice as well as the evaluation of the supervision process. Therefore, the supervisor will need to periodically observe the intern performing the significant roles of a school counselor, including, but not limited to:

- Individual counseling
- Small group counseling
- Classroom instruction
- Faculty consultations
- Parent consultations/meetings

3. The supervisor will need to develop an educational plan based on the expectations of the university, school, and intern. These expectations need to be clearly defined and promoted through the regular meetings and supervision discussions. When particular areas of concern are identified, a step-by-step means of addressing the areas needs to be developed, discussed and implemented. Notification to the university supervisor should occur at this time by the field supervisor.
4. The supervisor should refrain from criticizing the intern's educational program or experience.
5. The supervisor should avoid comparing the supervisee's performance to that of other interns or other staff.
6. The supervisor should monitor the workload of the intern.
7. The supervisor should take advantage of all opportunities to share knowledge and skills with the intern.
8. The supervisor should strive to be a model of a culturally competent and informed professional school counselor.

Ethical Considerations

In supervision, the following ethics should be standard practice for school counseling professionals:

1. School interns have a right to a confidential environment in which they can explore with their supervisors personal and ethical concerns that arise while working in the school setting.
2. Supervisors have an obligation to ensure student welfare by monitoring the ethical practices of those they supervise.
3. It is critical that supervisors openly discuss ethical dilemmas with the university supervisor and colleagues before violations occur, offering specific guidelines where appropriate.
4. The limits of confidentiality in a supervisor relationship should be discussed overtly early in the relationship. A supervisor must provide a forum for the exploration of professional ethical dilemmas with the intern.
5. If an ethical problem arises, the supervisor must immediately seek to resolve it, weighing the best interests of all concerned. If a situation involving a possible breach of ethics is resolved ethically, and if to the best of the supervisor's knowledge no damage has been done, it is probably not necessary to go further with the concern.

Practicum (G524) 200 hours	Internship (G550) 600 hours
A minimum of 40 hours of direct service* to students, teachers, and parents. The remaining 160 hours can be indirect service activities (e.g., observations, planning, supervision).	A minimum of 240 hours of direct service* with students, including group work. The student will spend approximately 16 hours per week in a school setting and begin to perform duties in the role of a professional school counselor.
A minimum of one hour per week of supervision (individual or triadic) <u>with a university or site supervisor</u>	A minimum of one hour per week of individual supervision <u>at the site</u> .
An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student's practicum by a university supervisor.	An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student's internship by a university supervisor.
Mid-semester and Final evaluation of student performance.	Mid-semester and Final evaluation of student performance.
Submission of at least one recording of work with student/s at site	Submission of recordings of work with students at site.
	Completion of Advocacy/Data Collection Project

DIRECT SERVICES	INDIRECT SERVICES
Individual and group counseling sessions	Non-interactive classroom instruction
Psychoeducational group	Observing a counseling session
Consultation with a teacher, parent, or school personnel regarding your student	Scheduling a counseling session
Non-scheduled drop-ins	Editing a student's resume
Workshops for teachers and/or parents	Planning for the next session/group

Practicum and Internship Course Forms

All students in field experiences must complete and turn in the required forms throughout their experiences. All forms can be found in the Appendix section of the School Counseling Manual, as well as on the CHS website under School Counseling. Students need to print the forms and complete them, or hand them to the appropriate individual to complete. Once completed, the forms need to be turned in to their university supervisor. Students are also required to keep a log of the direct and indirect clock hours acquired during their field experiences. See Appendix for an example of the log form. An electronic version can be found online via the CHS website with all other internship forms. Copies of the log must be submitted weekly for university and site supervisor's signatures. We strongly encourage students to keep copies of their logs for future use (e.g. licensure and certification applications).

Practicum Forms

Date Forms Are Due	Form	Completed By	Turn Form In To:
Weekly Throughout the Semester	Weekly Time Log Appendix	Practicum Student	University Supervisor
2 nd Week of Semester	Internship and Practicum Agreement Appendix	Practicum Student	University Supervisor
Mid-Semester (8 weeks in)	School Counseling Intern Evaluation Appendix	Site Host/Supervisor	University Supervisor
End-of-Semester	Internship and Practicum Site Evaluation Appendix	Practicum Student	University Supervisor
	University Supervisor Evaluation Form Appendix	Practicum Student	University Supervisor
	Practicum On-Site Supervisor Evaluation Form (Appendix)	Practicum Student	University Supervisor
	Documentation Form (Summary) Appendix	Practicum Student	University Supervisor
	School Counseling Intern Evaluation Appendix	Site Host/Supervisor	University Supervisor

Internship Forms

Date Forms Are Due	Form	Completed By	Turn Form In To:
Weekly Throughout the Semester	School Counseling Internship Weekly Time Log Appendix	Intern	University Supervisor
2 nd Week of Semester	Internship and Practicum Agreement Appendix	Intern, Site Supervisor, and University Supervisor	University Supervisor
	Internship Goals, etc Appendix	Intern, Site Supervisor, and University Supervisor	University Supervisor
	Proof of Professional Liability Insurance	Intern	University Supervisor
Mid Semester (8 weeks in)	School Counseling Intern Evaluation Appendix	Site Supervisor	University Supervisor
End-of-Semester	Documentation Form Appendix	Intern	University Supervisor
	Internship and Practicum University Supervisor Evaluation Appendix	Intern	University Supervisor
	Internship and Practicum Site Evaluation Appendix	Intern	University Supervisor

Practicum/Internship Site Registration Form

Directions: This form must be completed and submitted to the Practicum/Internship Coordinator before *your practicum or internship begins*. Approval of your placement site by the P/I Coordinator is required for you to begin your field placement class. In addition, the P/I Coordinator will a) document your acquisition of malpractice insurance (dates covered should include both semesters for internships), b) receive your copy of the signed agency/university agreement, and c) review/approve your first draft of your personal contract. The Coordinator will also supervise and document the time you spend in setting up your clinical site and any preliminary orientation activities. This time will count toward your total practicum/internship hours. The Coordinator will give your university instructor a copy of the completed form before the first night of class.

Section I - Personal Information:

Name: _____ Phone (one best please) _____

Address: _____ Email: _____

(Check one) _____ Practicum _____ Advanced Practicum _____ Internship

Semester/year _____ (check one) _____ Community Counseling _____ School Counseling

Section II - Site Information:

Name of Agency/School: _____

Address: _____

If agency, description of Services: _____

What will you be doing?

Site supervisor:

_____ Degree _____ Credential _____

Phone: _____

(Note: Your site supervisor must provide a minimum of one hour of individual supervision per week.)

Approved _____ Not Approved _____

Concerns:

Section III – Documentation (completed by Coordinator)

- _____ 1. Proof of malpractice insurance (a copy is attached)
- _____ 2. University and site agreement completed (a copy is attached)
- _____ 3. Preliminary/rough draft contract completed

4. Time spent in preliminary/orientation activities: _____

(This number should be added to your first weekly activity report in “other” section.)

***5. Tapes and/or hours to be made-up from previous semester(s)** _____

Practicum/Internship Agreement
CLINICAL AFFILIATION AGREEMENT BETWEEN
Indiana University
AND

This Agreement is by and between The Trustees of Indiana University ("University") and _____ (Facility") located in _____ (City, State).

WITNESSETH

Whereas, it is to the mutual benefit of the parties to provide clinical experience for students enrolled in certain programs of the University, the parties have agreed to the terms and provisions set forth below:

1. Purpose and Consideration:

The purpose of this Agreement shall be to provide clinical experience to students enrolled in the University's **Counseling & Human Services Program**. Consideration for this Agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.

2. Terms and Conditions: Pursuant to the above-stated purpose, the parties agree as follows:

A. **Term and Termination:**

TERM: The Term of this Agreement shall be for a period of **four years**, beginning on _____.

TERMINATION: Notwithstanding any other method of termination set forth elsewhere in the Agreement, this Agreement shall terminate:

- a. by mutual consent of both parties; or
- b. by either party upon ninety (90) days written notice to the other party.

In the case of early termination, any students currently participating in a clinical experience at Facility will be allowed to complete their experience.

- B. **Revisions:** This Agreement is subject to changes and revision as necessary and by agreement of the parties; provided, however, that any such change or revision must be agreed to in writing by both parties in order to be binding.
- C. **Placement of Students:** The University shall notify the Facility at least sixty (60) days prior to the beginning of each clinical experience of the number of students it desires to place at the Facility. The Facility shall have the right to accept or reject that number based on the current level of staffing in the appropriate discipline.
- D. **Discipline:** While enrolled in a clinical experience at the Facility, students will be subject to all applicable policies of the Facility, including the dress code. The Facility may immediately remove from the premises any student who poses an immediate threat or danger to patients, staff, visitors of the premises or the public; in all other cases, students shall be dismissed from participation in the clinical experience only after the appropriate disciplinary policies and procedures of the University have been followed.
- E. **University-Specific Responsibilities:** The following duties shall be the specific responsibilities of the University:

1. Identify students for placement at the Facility.
2. Maintain liaison with Facility for supervision of students at Facility for clinical experience.
3. Establish a procedure for notifying the Facility if a student is unable for any reason to report for clinical training.
4. Establish professional liability and other insurance coverage as follows:
 - a. During the term of this Agreement, University agrees to provide evidence of adequate general liability insurance covering the acts or omissions of its faculty, employees and instructors during their participation in the Program. University agrees to provide notification to Facility if a lapse or change in insurance coverage occurs during the contract period.
 - b. If the student(s) are working in one of the health care provider professions listed in I.C. 34-18-2-14, as amended and as it may be amended from time to time, the University shall carry for each qualified student Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than those prescribed for health care providers like the student as set forth in I.C. 34-18-4-1, as amended and as it may be amended from time to time.
 - c. If the student(s) do not qualify for coverage by the University under 4(b) above, the University shall cause each such student to obtain and maintain in force Professional Liability Insurance covering all liability incurred by each student that arises out of and during the course of each such student's activities under the terms of this Agreement, with limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate.
5. Inform students that they are not to submit for publication any material relating to the clinical education experience without prior written approval from the University and the Facility.
6. Distribute to students the Facility's pertinent policies and procedure, if such materials are provided by the Facility.
7. To instruct students that they are responsible:
 - a. To follow policies and procedures of the Facility throughout the affiliation.
 - b. To provide written evaluation of the Facility to both Facility and the University upon request.
 - c. To provide health records upon request by the Facility. Typical requests include proof of Immunization tests, including MMR, PPD and Hepatitis Band/or Hepatitis declination form.
 - d. To provide documentation to the Facility of personal health insurance in effect during the term of assignment.
 - e. To provide documentation of appropriate liability insurance as provided in Paragraph E.4(c).
 - f. To obtain, if required by the Facility, a criminal background check that meets the Facility's requirements and to provide a copy of the results of the background check to the University and the Facility.

F. Facility-Specific Responsibilities: The following duties shall be the specific responsibilities of the Facility:

1. The Facility will designate a staff member who is acceptable to the University as the Facility's Clinical Education Coordinator to:
 - a. Provide for student orientation to the Facility;
 - b. Designate a staff member to be responsible for coordinating the clinical experience and providing a planned and supervised program;
 - c. Maintain a sufficient level of staff support to provide supervision of students and to carry out normal service functions without having students perform in lieu of staff. Notify the University if staffing falls below this level while students are present on scheduled affiliation.
3. Provide for the students a patient caseload that is appropriate to his/her needs and level of experience and proficiency and that is of sufficient size and variety to ensure the best educational experience possible.
4. Notify the University in writing of any changes within the Facility which would alter significantly the specified clinical education experiences for the students.
5. Retain complete responsibility for patient care, providing adequate supervision of students at all times.
6. Maintain a sufficient level of staff employees to carry out regular duties. Students will neither be expected nor permitted to perform services in lieu of staff employees.
7. Provide emergency medical treatment to students if needed for illness or injuries suffered during clinical experience. Such treatment shall be at the expense of the student treated.
8. Maintain all applicable accreditation requirements and certify such compliance to the University or other entity as requested by the University. The Facility shall also permit authorities responsible for accreditation of the University's curriculum to inspect the Facility's clinical facilities and services as necessary.

G. Mutual Responsibilities: The parties shall cooperate to fulfill the following mutual responsibilities:

1. Each party shall comply with all federal, state, and municipal laws, rules and regulations which are applicable to the performance of this Agreement.
2. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Facility or the University.
3. The parties expressly acknowledge and agree that students are not the agents or employees of either the University or the Facility for any purpose, including but not limited to purposes of providing general liability coverage pursuant to Paragraph 11.E.4.a. of this Agreement.
4. The parties agree to comply with Title VI and IX of the Federal Education Amendments of 1972, and Section 504 of the Federal Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability, or veteran status.
5. No party shall use or mention in any publicity, advertising, promotional materials or news release the name or service mark(s) of the other party without the prior written consent of that party.

IN WITNESSES WHEREOF, the parties have by their duly authorized representative set forth their signature:

UNIVERSITY:
THE TRUSTEES OF INDIANA UNIVERSITY

FACILITY: _____

BY: _____
Signature

BY: _____
(Signature)

_____ Joseph M. Scodro _____

BY: _____
(Printed Name)

_____ Deputy General Counsel _____
(Title)

(Title)

(Date)

(Date)

University Program Director

By: _____
(Signature)

(Printed Name)

(Title)

(Date)

2. Continuous Improvement & Development

Self-care strategies appropriate to the counselor role (*Section II.G.1.d*)

Ethical standards of professional organizations & credentialing bodies, & applications of ethical & legal considerations in professional counseling (*Section II.G.1.j*)

Continually works to enhance school counseling knowledge, dispositions, & skills

Uses assessment results as a basis for self-improvement in school counseling

Continues to read professional publications, attend workshops, conferences, & in-service trainings

Seeks feedback from students, parents/caregivers, other school personnel, & internship supervisors

Employs reflection as a tool for promoting both professional & personal development

Creates & monitors a professional development plan to guide personal improvement in attaining goals

CACREP (2009) Standard (Section II. G.1.d & j)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(2)

Rating
(1)

Rating
(0)

3. Communication & Counseling Services

Demonstrates self-awareness, sensitivity to others, & the skills needed to relate to diverse individuals, groups, & classrooms (D.1).

Provides individual & group counseling & classroom guidance to promote the academic, career, & personal/social development of students (D. 2).

Designs & implements prevention & intervention plans related to the effects of (a) atypical growth & development, (b) health & wellness, (c) language, (d) ability level, (e) multicultural issues, & (f) factors of resiliency on student learning & development (D. 3).

Demonstrates the ability to use procedures for assessing & managing suicide risk (D.4).

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (D.5).

Communicates effectively with students, parent/caregivers, & other school personnel

Uses correct grammar in speaking / writing

Communicates in a clear & understandable manner

Communicates using appropriate counseling skills including but not limited to: (a) active listening, (b) genuineness, & (c) unconditional positive regard

Communicates purpose & value of school counseling to students, parents/caregivers, & other school personnel

Communicates & establishes positive, helpful relationships with students & other stakeholders.

Demonstrates skills to effectively facilitate school-based counseling groups, matching students' needs

CACREP (2009) School Counseling Standard (D.1., D.2., D.3., D.4., D.5.)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(2)

Rating
(1)

Rating
(0)

4. Critical & Creative Thinking

Demonstrates the ability to apply & adhere to ethical & legal standards in school counseling (B.1).
 Demonstrates the ability to articulate, model, & advocate for an appropriate school counselor identity & program (B.2).
 Encourages critical & creative thinking by the students
 Includes opportunities for critical & creative thinking in school counseling & learning activities
 Develops classroom guidance curriculum activities appropriate for age, grade, & developmental levels
 Engages students in decision-making processes
 Demonstrates familiarity with comprehensive school counseling & school policies/procedures

CACREP (2009) School Counseling Standard (B.1., B.2.)

Demonstrates professional competency beyond expectation of a beginning professional school counselor	Demonstrates professional competency at expectation of a beginning professional school counselor	Does Not demonstrate professional competency at expectation of a beginning professional school counselor
Rating (2)	Rating (1)	Rating (0)

5. Diversity, Multicultural Competencies, & Advocacy

Demonstrates multicultural competencies in relation to diversity, equity, & opportunity in student learning & development (F.1).
 Advocates for the learning & academic experiences necessary to promote the academic, career, & personal/social development of students (F.2).
 Advocates for school policies, programs, & services that enhance a positive school climate & are equitable and responsive to multicultural student populations (F.3).
 Engages parents, guardians, & families to promote the academic, career, & personal/social development of students (F.4).
 Uses educational & counseling methods that reflect the culture, learning styles, & special needs of all students & stakeholders
 Maintains an environment that respects the cultural differences of all students & stakeholders
 Respects the cultural heritage & experiences of all students & stakeholders
 Conducts guidance curriculum lessons that include appropriate activities from a variety of cultural backgrounds
 Advocates for the needs of all student needs (social justice).

CACREP (2009) School Counseling Standard (F.1., F.2., F.3., F.4.)

Demonstrates professional competency beyond expectation of a beginning professional school counselor	Demonstrates professional competency at expectation of a beginning professional school counselor	Does Not demonstrate professional competency at expectation of a beginning professional school counselor
Rating (2)	Rating (1)	Rating (0)

6. Ethics & Professional Identity

Demonstrates the ability to apply & adhere to ethical & legal standards in school counseling (B.1).
 Demonstrates the ability to articulate, model, & advocate for an appropriate school counselor identity & program (B.2).
 Adheres to the ACA (2005) *Code of Ethics*, ASCA (2004) *Ethical Standards*.
 Demonstrates professional concern for all students & stakeholder
 Meets professional expectations regarding attendance, punctuality, & record keeping
 Advocates for all student needs (social justice)
 Demonstrates clear professional identity as a school counselor, educational leader, & agent for systemic change
 Demonstrates initiative for implementing school counseling services to all students & stakeholders

CACREP (2009) School Counseling Standard (B.1., B.2.)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Rating
(2)

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Rating
(1)

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(0)

7. Human Development & Learning

Demonstrates a general framework for understanding exceptional abilities & strategies for differentiated interventions (*Section II.G.3.e*)
 Demonstrates an understanding of theories for facilitating optimal development and wellness over the life span (*Section II.G.3.h*)
 Applies knowledge of human growth & development in comprehensive school counseling program
 Selects developmentally appropriate materials & activities
 Uses a variety of activities to motivate students at appropriate developmental levels
 Seeks to develop interpersonal skills
 Develops activities that reflect current theories of human development & learning
 Employs counseling strategies that have been found effective (strategies grounded in sound theory & research)

CACREP (2009) Standard (Section II. G.3.e & h)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Rating
(2)

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Rating
(1)

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(0)

8. Knowledge of Professional School Counseling (Subject Matter / Area)

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (P.1).

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) (P.2).

Demonstrates knowledge & skills in the coordination of a comprehensive, developmental school counseling program

Presents all subject matter accurately

Links instruction to national (e.g., ASCA [2005] *National Model*) & state standards (e.g., IDOE [2009] *School Counseling Framework*) & to students' unique & systemic needs

Demonstrates ability to present subject in a manner meaningful to all students & stakeholders

Demonstrates knowledge of best practices.

CACREP (2009) School Counseling Standard (P.1., P.2.)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(2)

Rating
(1)

Rating
(0)

9. Learning Environments

Understands the concepts, principles, strategies, programs, & practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (K.2).

Conducts programs designed to enhance student academic development (L.1).

Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (L.2).

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (L.3).

Fosters & maintains a positive learning environment for all students

Establishes an active environment for all students

Assists students to develop responsibility & self-discipline

Facilitates a positive learning environment for all students

Focuses classroom guidance curriculum lessons on developmental & crisis needs of all students

CACREP (2009) School Counseling Standard (K.1., L.1., L.2., L.3.)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating
(2)

Rating
(1)

Rating
(0)

10. Planning

Understands the concepts, principles, strategies, programs, & practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (K.2).

Conducts programs designed to enhance student academic development (L.1).

Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (L.2).

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (L.3).

Plans effective instruction in a variety of classroom settings (e.g., the classroom guidance curriculum)

Plans lessons that meet students' developmental classroom guidance curriculum needs

Plans & sequences instruction that leads to the effective learning of all students

Includes strategies & interventions to accommodate students with exceptionalities

Connects subject matter to the state (e.g., IDOE *School Counseling Framework*) & national (e.g., ASCA [2005] *National Model*) standards

CACREP (2009) School Counseling Standard (K.1., L.1., L.2., L.3.)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating

(2)

Rating

(1)

Rating

(0)

11. Technology

Demonstrates ability to use & infuse technology in program delivery & technology's impact on the counseling profession (*Section II. F.*)

Utilizes appropriate technology in coordinating comprehensive, developmental school counseling services to all students.

Uses instructional media, computer applications, & other technology to enhance school counseling program & service delivery

Provides students with appropriate hands-on experiences with technology in school counseling services

Assumes a proactive attitude toward technological developments in facilitating a comprehensive, development school counseling program

CACREP (2009) Standard (Section II. F)

Demonstrates professional competency **beyond expectation** of a beginning professional school counselor

Demonstrates professional competency **at expectation** of a beginning professional school counselor

Does Not demonstrate professional competency at expectation of a beginning professional school counselor

Rating

(2)

Rating

(1)

Rating

(0)

12. Role of the Professional School Counselor (educator)

Works with parents, guardians, & families to act on behalf of their children to address problems that affect student success in school (N.1).

Locates resources in the community that can be used in the school to improve student achievement & success (N.2).

Consults with teachers, staff, & community-based organizations to promote student academic, career, & personal/social development (N.3).

Uses peer helping strategies in the school counseling program (N.4).

Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students & their families (N.5).

Demonstrates understanding of the role of the school counselor as an education leader, advocate, & agent for systemic change

Models appropriate behavior as a school counselor & professional educator

Conceptualizes school counseling program as a part of the larger educational system & school mission

Uses appropriate school counseling strategies & skills to support the holistic development of all students

Assist in the development & coordination of a comprehensive, developmental school counseling program that fosters all students academic development & achievement

CACREP (2009) School Counseling Standard (N.1., N.2., N.3., N.4., N.5.)

Demonstrates professional competency beyond expectation of a beginning professional school counselor	Demonstrates professional competency at expectation of a beginning professional school counselor	Does Not demonstrate professional competency at expectation of a beginning professional school counselor
Rating (2)	Rating (1)	Rating (0)

Adapted from:

Council for Accreditation for Counseling and Related Educational Programs. (2009). *CACREP accreditation standards and procedures manual*. Alexandria, VA: Author.

Please note the student-intern's areas of strength, which you have observed:

Please note the student-intern's areas needing improvement, which you have observed:

Please comment on the student-intern's general performance during his or her practicum/internship experience:

Evaluators's Name

/

Evaluator's Position

Date

Evaluator's Contact Information:

Evaluation of School Counseling Practicum/Internship Site

(To be completed by the student intern)

Internship Site: _____ Date: _____
On-site Supervisor: _____ Telephone: _____
E-mail Address: _____ District: _____

Please rate the following questions about your site and experiences with the following scale:

(1) **Very satisfactory** (2) **Moderately satisfactory** (3) **Moderately unsatisfactory** (4) **Very unsatisfactory**

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Ethical standard upheld
4. _____ Diversity in client presenting problems
5. _____ Support and protection of your rights
6. _____ Respect for student's rights
7. _____ Relevance of experience to career goals
8. _____ Exposure to and communication of school goals
9. _____ Exposure to and communication of school procedures
10. _____ Exposure to professional roles and functions within the school
11. _____ Exposure to information about community resources

Rate all applicable experiences that you had at your site:

- _____ Individual counseling
- _____ Academic advising
- _____ Group counseling
- _____ Classroom guidance presentations
- _____ Career counseling
- _____ Consultation services
- _____ Collaborative team approach
- _____ Parent conferences
- _____ Parent education
- _____ Referral services
- _____ Testing interpretation
- _____ Other _____
- _____ Overall evaluation of the site

Please comment on the quality of your on-site supervision experience (*your on-site supervisor*)

Please comment on you feeling of the overall quality of your school counseling internship site

What recommendations would you give to other students interested in this internship site?

Practicum/Contract Format

DIRECTIONS: Using these guidelines, prepare **three copies** of a typewritten personal contract describing the objectives and activities to which you are committing yourself during the practicum. Submit a rough draft to your University Supervisor for review before making your final draft. A separate contract should be developed for each of your practicum/advanced practicum site.

Name _____

Semester _____

1. GOALS AND OBJECTIVES:

A. State your overall goal for the Practicum/Advanced Practicum

B. Provide specific objectives that you hope to accomplish (e.g., learning to use silence effectively, learning to administer and interpret a given test).

2. PRACTICUM/INTERNSHIP

Name of School/Agency: _____

Address: _____

Telephone: _____

Contact Person: _____

Degree and License of and years of experience of on-site supervisor:

2* On-site supervisor is invited to attend the CHS Annual Conference free of charge in appreciation of supervision services. _____
supervisor initials acknowledging invitation

2** On-site supervisor has received from student the following forms: (Please initial each form.) On-site supervisor evaluation form: _____

Responsibilities of onsite supervisor: _____ On-site evaluation form:

3. Describe your specific duties and responsibilities and the projected time involved each week in these activities (estimate preparation and contact time).

4. Specify how supervision will be handled.

5. Include additional plans (workshops you plan to attend, extra reading that you plan to do, and other possible experiences related to the Practicum/Advanced Practicum).

6. State how you plan to evaluate progress toward accomplishment of your objectives.

Student's signature _____ Date _____

On-site supervisor's signature _____ Date _____

University supervisor's signature _____ Date _____

(THIS IS JUST A SUGGESTED FORMAT, NOT THE CONTRACT ITSELF)

Example of A Client Release Form

Directions: This form is to be used with clients 18 years of age or older if no consent form is utilized by your site.

My signature below indicates that I understand that the counseling service is designed to help me help myself as I make vocational plans, educational plans, and various other adjustments. I further understand that the counseling service will be rendered by graduate students under competent supervision, that portions of sessions may be recorded and observed for educational purposes, and that all relationships with the counselors and supervisors will be kept confidential.

Name _____
(printed) _____

Signature _____

Local
Address _____

Phone _____

Date _____

Example of a Parent Release Form

Directions: This form is to be used with clients under 18 years of age if no consent form is utilized by your agency.

My son/daughter, _____ has my permission to participate in counseling sessions to be conducted in conjunction with the counselor education program at Indiana University South Bend. I understand that:

1. The counselor will be a graduate student working under the direct supervision of a qualified university professor.
2. Discussion of the sessions may be made available upon request, to both the counselee and the parents. The information may include interests, problems, study habits, and other helpful information. The student will be informed of this provision to disclose general information.
3. All, or part of, the sessions may be temporarily recorded on a video recording device but, at no time, will the individual's identity be disclosed to anyone but the interviewing counselor and supervisor.
4. Precaution will be taken to avoid personal embarrassment to my son/daughter or to us, the parents.

Date _____ Signed (Parent) _____

Date _____ Signed (Counselor) _____

Name _____ Semester _____

Professional School Counseling Practicum/Internship Log

Practicum/Internship Student's Name: _____

Date turned in: _____

Site/School Name: _____

On-Site Supervisor: _____

Telephone: _____ E-mail: _____

Activity	WEEK 1	WEEK 2	WEEK3	WEEK 4	MONTHLY TOTAL
	From: To:	From: To:	From: To:	From: To:	
Individual counseling (<i>DS</i>)					
Academic advising (<i>DS</i>)					
Group counseling (<i>DS</i>)					
Classroom presentations (<i>DS</i>)					
Career counseling (<i>DS</i>)					
Consultation services(<i>DS</i>)					
Collaboration (<i>DS</i>)					
Family counseling (<i>DS</i>)					
Parent conferencing (<i>DS</i>)					
Parent education (<i>DS</i>)					
Referral (<i>IS</i>)					
Testing (<i>IS</i>)					
Report writing (<i>IS</i>)					
Scheduling (<i>IS</i>)					
Individual Supervision (<i>SH</i>)					
Group Supervision (<i>SH</i>)					
Professional Development (<i>IS</i>)					
Other (<i>IS</i>)					
Weekly Total					

DS= Direct Service

SH=Supervision Hours

IS=Indirect Service



Pre-K-12 students in an Era of Globalization

Today's young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, tween and teen years, periods of rapid growth and change. They face unique and diverse challenges, both interpersonally and intrapersonally. These challenges have direct and indirect impact on their academic, social-emotional and career/college development.

Why Professional School Counselors?

American School Counselor Association (ASCA) Position School counselors deliver programs that have an impact on student growth in three domain areas: academic development, career development and social/emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined each affecting the other (Schenck, Anctil, & Smith, 2010, p. 16). Although this statement focuses on academic development, it is understood career development and social/emotional development need to be considered with equal diligence.

The Rationale

Recent educational initiatives (e.g., No Child Left Behind [NCLB]; Every Student Succeeds Act [ESSA]) have stressed academic achievement as a measure of school success. As a result, school counseling programs align their annual student outcome goals with that of the institution, emphasizing academic achievement. School counselors contribute to the educational and academic outcomes of the school by enhancing student engagement and performance (Carey & Harrington, 2010a; Carey & Harrington, 2010b) through designing, implementing and

assessing school counseling programs (ASCA, 2019). School counseling programs use data to understand student needs, provide school counseling classroom, group and closing the-gap interventions and remove systemic barriers to ensure all students as early as preschool and kindergarten have opportunity to develop academic goals at all grade levels reflecting their abilities and academic interests and can access appropriate rigorous, relevant coursework and experiences. Because of their unique position within a school and their unique training, school counselors can work with students facing mental health issues, family and social problems as well as career exploration and course planning to make school relevant (Howe, 2009). School counselors play a critical role in ensuring schools provide a safe, caring environment and that students have the necessary mindsets and behaviors to advance academic achievement outcomes. School counselors work collaboratively with stakeholders to ensure equity, access and academic success of all students (ASCA, 2019).

The School Counselor's Role

- School counselors support students' academic success by:
 - Leading development of a safe and caring school culture
 - Delivering a school counseling program based on data identifying student needs
 - Delivering information to students and teachers within the school counseling curriculum on best practices in mindsets and behaviors (i.e., learning strategies, self-management skills, social skills) and metacognition skills (McGuire, 2015) critical in academic success
 - Providing relevance to academic effort and educational pursuits by assisting in students' career planning and future career-related goals
 - Working with administration, teachers and other school staff to create a school environment encouraging academic success and striving to one's potential (Stone & Clark, 2001)
 - Working to remove barriers to access and provide students with the opportunity for academic challenge in the most rigorous coursework possible
 - Establishing data analysis methods to identify and target systemic barriers deterring equitable access
 - Providing opportunities for students to:
 - Enhance their self-efficacy beliefs and competence
 - Develop attributional beliefs
 - See value in tasks related to achievement
 - Develop mastery/learning goals
 - Develop autonomy

- Relate to others (Rowell & Hong, 2013)
- Working to establish student opportunities for academic remediation as needed
- Emphasizing family-community-school relationships in addressing academic needs (Brown, 1999)

Summary

Educational institutions are evaluated on student outcomes, especially academic achievement. School counselors working in this educational environment play a critical role in ensuring students have the academic development (in addition to the social/emotional and career development) knowledge, skills and attitudes needed to be successful. School counselors can assist schools in providing an environment conducive to and supportive of academic success.

Excerpted from: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_AcademicDevelopment.pdf

The School Counselor and Career Development (Adopted 2017) American School Counselor Association (ASCA) Position Statement

School counselors deliver programs that have an impact on student growth in three domain areas: career development, academic development and social/emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil, & Smith, 2010). Although this statement focuses on career development it is understood academic development and social/emotional development need to be considered with equal diligence.

The Rationale

Workforce projections call for graduating secondary students to have at the least some postsecondary education to fulfill the demands of work (Carnevale, Smith, & Strohl, 2010). School counselors recognize that each student, regardless of background, possesses unique interests, abilities and goals, which will lead to future opportunities. Collaborating with students, families, educational staff and the community, the school counselor works to ensure all students select a postsecondary path to productive citizenry (e.g. military, career technical certificate or two-/four-year degree program) appropriate for the student. ASCA recognizes career education begins in kindergarten and is exemplified by students who are knowledgeable about options and are prepared to enroll and succeed in any postsecondary experience without the need for remediation. ASCA recognizes all students possess the skills and knowledge needed to qualify for and succeed in their chosen field (Conley, 2013).

The School Counselor's Role

School counselors play a critical role in students' career development by:

- Introducing careers and the world of work beginning in lower elementary grades (pre-K–3)
- Providing opportunities to engage students in “life roles including learner and worker” (Gysbers, 2013)
- Providing learning and experiential opportunities for students to acquire behaviors and skills for career readiness (Gysbers, 2013)
- Working with students to identify their interests, abilities, specific career clusters (Stipanovic, 2010) and postsecondary plans (many states mandate an academic/career action plan as a graduation requirement)
- Helping students understand the connection between school and the world of work
- Helping students plan the transition from school to postsecondary education and/or the world of work (ASCA, 2014)
- Advising students on multiple postsecondary pathways (e.g., college, career-specific credentials and certifications, apprenticeships, military, service-year programs, full-time employment with a family-supporting wage) (Chicago Public Schools Multiple Postsecondary Pathways Framework)
- Connecting students to early college programs (e.g., dual credit/dual enrollment).
- Collaborating with administration, teachers, staff and decision makers to create a postsecondary-readiness and college going culture
- Providing and advocating for individual pre-K through postsecondary students' college and career awareness through exploration and postsecondary planning and decision making, which supports students' right to choose from the wide array of options after completing secondary education
- Identifying gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling
- Working with teachers to integrate career education learning in the curricula
- Providing opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive

attitude toward learning and a strong work ethic

Recognizing and supporting essential developmental factors key to future successes, such as self-efficacy and identity, motivation and perseverance (Savitz-Romer & Bouffard, 2013)

Summary

School counseling has seen many evolution changes to initiatives in career development. School counselors understand students should demonstrate growth in the career, academic and social/emotional domains equally to be successful. School counseling programs should strive to implement comprehensive, developmental programming addressing student needs. These programs should seek a balance in delivering instruction, appraisal and advisement and counseling enhancing the three domains.

Excerpted from: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CareerDevelopment.pdf

The School Counselor and Social/Emotional Development (Adopted 2017) American School Counselor Association (ASCA) Position Statement

School counselors implementing programs strive to have an impact on student growth in three domain areas: academic, career and social/emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil, & Smith, 2010). Although this statement focuses on social/emotional development it is understood academic and career development need to be considered with equal diligence.

The Rationale

School counselors serve as a first line of defense in identifying and addressing student social/emotional needs within the school setting. School counselors have unique training in helping students with social/emotional issues that may become barriers to academic success. Within the context of a school counseling program school counselors develop school counseling curriculum, deliver small-group counseling and provide appraisal and advisement directed at improving students' social/ emotional well-being. The social/emotional domain is composed of standards to help students manage emotions and learn and apply interpersonal skills as early as preschool and kindergarten (ASCA, 2014). School counselors promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in the area of social/emotional development. According to a meta-analysis by Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011), students who participated in social/emotional learning programs demonstrated significantly improved social/emotional skills, attitudes, behavior and academic performance that reflected an 11-percentile-point gain in academic achievement when compared with control groups. The American Enterprise Institute and the Brookings Institution (2015) concluded that social/emotional competencies are critically important for the long-term success of all students in today's economy. The school counselor is key to identifying students' social/emotional needs (VanVelsor, 2009). Educational systems as a whole, including school counselors, should graduate students who are not only proficient in core academic subjects but demonstrate an ability to socially and emotionally practice healthy behaviors and behave respectfully when working with others from diverse backgrounds (ASCD, 2007). School counselors play a role in creating an environment that produces engagement vital to students' social/emotional development. When students enter high school there is a 40 percent–60 percent chance they will disengage from school (Blum & Libbey, 2004; Klem & Connell, 2004). School performance can be negatively affected when students demonstrate high-risk behaviors such as substance abuse, sex, violence, depression and attempted suicide (Eaton et al., 2008). School counselors address the potential of disengagement by addressing students' social/emotional development.

The School Counselor's Role

- School counselors play a critical role in supporting social/emotional development as they:
 - Collaborate with classroom teachers to provide the school counseling curriculum to all students through direct instruction, team-teaching or providing lesson plans for learning activities or units in classrooms aimed at social/ emotional development (ASCA, 2019)
 - Understand the nature and range of human characteristics specific to child and adolescent development
 - Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students' social/emotional development
 - Know and utilize counseling theories to inform both direct and indirect services providing support to K–12 students' social/emotional development
 - Use assessment in the context of appropriate statistics and research methodology, follow-up assessment and measurement methods to implement appropriate program planning for social/emotional development
 - Select and implement technology in a school counseling program to facilitate K–12 students' social/emotional development
 - Serve as a referral source for students when social/emotional issues become too great to be dealt with solely by the school counselor, including crisis interventions

Summary

School counselors are committed to supporting students' social/emotional needs. As advocates for students, school counselors promote a positive environment that enhances students' ability to properly manage the social/emotional demands of their lives. School counselors use appropriate appraisal methods to promote a school environment designed to propel students toward positive mindsets and behaviors supporting social/emotional development through direct (e.g., classroom curriculum, group counseling and individual counseling) and indirect (e.g., collaborating or consulting with staff, families or communities) services.

Excerpted from: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

School Counselors Collaborate with:

PARENTS

- ❖ Parent education
- ❖ Communication/networking
- ❖ Academic planning
- ❖ College/career awareness programs
- ❖ One-on-one parent conferencing
- ❖ Interpretation of assessment results

TEACHERS

- ❖ Classroom guidance activities
- ❖ Academic support, including learning style assessment and education to help students succeed academically
- ❖ Classroom speakers
- ❖ At-risk student identification and implementation of interventions to enhance success

ADMINISTRATORS

- ❖ School climate
- ❖ Behavioral management plans
- ❖ School-wide needs assessments
- ❖ Student data and results
- ❖ Student assistance team building

STUDENTS

- ❖ Peer education
- ❖ Peer support
- ❖ Academic support
- ❖ School climate
- ❖ Leadership development

COMMUNITY

- ❖ Job shadowing, service learning
- ❖ Crisis interventions
- ❖ Referrals
- ❖ Parenting classes
- ❖ Support groups
- ❖ Career education

**These examples are not intended to be all-inclusive

Counseling & Human Services Department
School Counseling Field Supervisor Handbook (2nd.ed., 2019)
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