Contact Information for PRACTICUM/INTERNSHIP Field Experience
Department of Psychological Science and Counseling
Austin Peay State University

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FIELD AND PLACEMENT TERMINOLOGY

Counselor trainee: Department of Psychological Science and Counseling student seeking or fulfilling practicum and/or internship experiences.

Director of Training & Placement: School Counseling faculty member with responsibility for coordinating clinical courses, including field site placements for practicum and internship.

Field Placement Site: School setting where counselor trainees provide counseling and counseling-related services under supervision from both the field site and the Department of Psychological Science and Counseling at Austin Peay State University.

Practicum: An initial supervised field experience course in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement at a site consistent with the student’s selected emphasis area: PreK-12 School Counseling. During the practicum, the student engages in a broad range of activities similar to those provided by a professional school counselor. Participation in all aspects of the school counseling profession is highly structured and supervised at this stage of the counselor trainee’s field experience. Practicum is completed in one semester and earns 2 semester hours credit; and requires 120 clock hours divided among the elementary, middle, and high school levels. Note: Observation and participation in regular education classroom teaching experiences may be included in the requirements of the practicum based on the level of prior teaching experience of the counselor trainee.

Internship: An advanced supervised field experience course (following practicum) in which the student refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship includes a field placement setting consistent with the student’s selected emphasis area, school counseling. Internship approximates a full-time counseling position and is considered the “capstone” experience in the counseling program. Internship requires 600 clock hours divided among the elementary, middle, and high school levels. A student may enroll for internship for 3 credit hours in two semesters (3, 3) or 6 credit hours for one semester. In accordance with the CACREP standards each student’s internship must include the following:

Field Experience Hours: The activities making up the practicum and internship experiences are counted as hours in direct service, indirect service, and supervision at the field placement site and on campus. Direct service hours may be recorded (video/audio tape) during the internship.

**Direct Service** involves hours of actual student contact; consultation with other professionals or parents; trainee case presentations at meetings/classes. Direct service hour requirements should consist of approximately 40% of total clock hours during the practicum/internship experience, as follows:

\[
\text{Practicum} = 48 \text{ hours} \\
\text{Internship} = 240 \text{ hours}
\]

**School Setting:** individual and group counseling; classroom and large group curriculum instruction; consultation.

**Indirect Service** involves hours of preparation for student contact. Generally speaking, indirect service is anything that SUPPORTS the direct delivery of service to students.
School Setting: information assessments and observations, field site supervisions, record keeping and review, tape review, case conferences, informal assessments and observations, program coordination, parent conferences, and after-hour school meetings and conferences.

Supervision: A tutorial and mentoring form of instruction in which the supervisor monitors the counselor trainee’s activities and facilitates learning and skill development. Supervision in practicum and internship courses is provided by:

Field Site Supervisor: An experienced counselor familiar with the particular school in which the counselor trainee is working. The site supervisor must be readily accessible to the counselor trainee located in the same building, and provide an average of one hour per week of individual/triadic supervision through the internship. A qualified field site supervisor MUST have the following:

1) A master’s degree in counselor or counseling-related field;
2) A minimum of 2 years post-masters experience in school counseling;
3) A field supervisor for a school setting MUST be a fully licensed school counselor in the state in which she/he is employed.

Faculty Instructor/Supervisor: The instructor for the practicum/internship course. All faculty members hold appropriate licenses and certification for the relevant fields. The faculty instructor/ supervisor leads a minimum of 1 ½ hours of group supervision per week in class, and may provide individual supervision in practicum/internship.

Licensed School Counselor: An individual who holds a Tennessee School Counselor license. School counselor licensure in Tennessee is regulated by the Tennessee Department of Education.

CACREP and CAEP: The school counseling program at Austin Peay State University is designed to meet the Standards of CACREP (Council for Accreditation of Counseling and Counseling-Related Educational Programs), CAEP (Council for the Accreditation of Educational Programs), ASCA (American School Counselor Association), and the Tennessee Framework for School Counseling Programs. The school counselor training program is reviewed on a regular basis by CAEP.
GENERAL GUIDELINES & POLICIES FOR PRACTICUM/INTERNSHIP IN SCHOOL COUNSELING

All counselor trainees are expected to read these guidelines and policies prior to application for practicum or internship classes. All trainees are expected to follow these guidelines and policies.

The Application Process

You must apply for Practicum or Internship at least one semester prior to the term in which you intend to enroll. Deadlines for the application are as follows:

Deadline for Fall Practicum/Internship: March 15
Deadline for Spring Practicum/Internship: September 15

You must apply for practicum or internship for each term in which you intend to enroll. The application form can be found in the Handbook appendices, or you may obtain the application form from the office of the School Counseling Program Coordinator and return the completed application to that office or submit via email (buchanand@apsu.edu).

A meeting for all beginning practicum and internship students is held each fall and spring, approximately two weeks after the application deadline. At this meeting, the requirements of the field experience will be reviewed, particular school sites discussed, and questions answered.

Eligibility & Pre-requisites for Practicum/Internship

The following criteria exist for enrollment in Practicum (COUN 5640) and Internship (COUN 5725):

- Program of Study for School Counseling on file in advisor’s office and in College of Graduate Studies
- Obtaining a grade of no less than a “B” in ALL pre-requisite courses.
- Positive Student Progress Evaluation on record in advisor’s office.

The following course must be satisfactorily completed prior to the beginning of the Practicum:

- COUN 5110: Life Span Development (3)
- COUN 5150: Foundations of School Counseling (3)
- COUN 5160: Counseling Children and Adolescents (3)*
- COUN 5190: Psychological Assessment (3)*
- COUN 5400: Theories of Counseling (3)
- COUN 5410: Counseling Techniques (3)
- COUN 5420: Advanced Counseling Techniques (3)
- COUN 5600: Theories and Counseling in Career Development (3)
- COUN 6010: Ethical, Legal and Professional Issues in Counseling (3)
- COUN 6015: School Counseling Design and Implementation (3)*
- PSY 5000: Research Methods and Statistics in Psychology (3)

* You may be concurrently enrolled in these courses during the practicum experience.
The following courses must be satisfactorily completed prior to the beginning of the Internship:

- COUN 5110: Life Span Development (3)
- COUN 5150: Foundations of School Counseling (3)
- COUN 5160: Counseling Children and Adolescents (3)
- COUN 5190: Psychological Assessment (3)
- COUN 5400: Theories of Counseling (3)
- COUN 5410: Counseling Techniques (3)
- COUN 5420: Advanced Counseling Techniques (3)
- COUN 5430: Group Theories and Techniques (3)*
- COUN 5440: Diversity Issues in Counseling (3)
- COUN 5460: Theories and Counseling in Career Development (3)
- COUN 5610: Practicum in School Counseling (3)
- COUN 6010: Ethical, Legal and Professional Issues in Counseling (3)
- COUN 6015: School Counseling Design and Implementation (3)
- PSY 5000: Research Methods and Statistics in Psychology (3)

* Classes may also be taken concurrently with the first semester of Internship.

**Attendance, Participation, Restrictions**
Practicum/internship trainees are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. Trainees should develop a schedule with their field sites regarding attendance and come prepared to fully participate in the field site experience.

- Practicum trainees should plan to spend 12-15 hours a week at their field site.
- Internship trainees who are enrolled for 6 semester hours of internship should spend approximately 40 hours per week for the 15 week semester. If the 200 clock hours on each level are not completed by the end of the APSU semester, your grade will be turned in as an IP (In Progress). When the 600 hours are completed and all of the required forms have been submitted to the University supervisor, a form will be submitted to the Registrar of the University, changing the IP to a letter grade.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance as expected. It is the responsibility of the trainee to arrange make-up supervision sessions. Consistent failure to report to your assigned school, miss class or supervision meetings, or repeated tardy arrival to any of these may result in the trainee receiving a failing grade for the practicum or internship. **Our relationship with the school counselor supervisors is very important and any action on the part of the trainee that may jeopardize that relationship will not be tolerated.**

**Note:** School Counselor trainees are not permitted to make home visits without the site supervisor during their practicum and/or internship. Counselor trainees must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites. Trainees may not work alone in a building at their field sites.

**Professional Demeanor**
Counselor trainees should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field supervisor about appropriate dress. The counselor trainee’s professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counseling Association, as well as the guidelines set by the school system and the site supervisor. You should also carry your Austin Peay State University identification card with you at all times and may be asked to display this in a neck lavaliere or clipped to your clothing.

**Documentation**
It is important that counselor trainees carefully manage the documentation required for practicum and internship. The numerous forms are designed to facilitate your learning process and verify information for
APSU records, CAEP and CACREP accreditation review, and licensure and certification. Many of the forms you will be using this semester will remain in the Department of Psychological Science and Counseling Department file as verification of your field experience coursework. It is in your best interest to complete all required documentation in a timely and efficient manner. **Trainees should retain a copy of all completed forms submitted to the School Counseling Program Coordinator during practicum and internship.**

**Supervision**

A critical element in the practicum/internship experience is the extensive supervision received by the counselor trainees. Counselor trainees are expected to share client cases and professional issues for review and discussion in individual supervision with the faculty supervisor (individual and group supervision), their field site supervisor (site supervision), and their peers (group supervision during class). The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the trainee. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision will result in an unsatisfactory grade. A defensive or non-receptive position regarding supervision is unacceptable behavior and will seriously impair the trainee’s progress through the clinical sequence.

**Confidentiality**

Counselor trainees are responsible for maintaining the confidentiality of all information related to their clients (elementary, middle, or high school students). Trainees must understand the confidentiality practices of their field sites and maintain documentation in a secure manner.

- Do not identify students by full names in practicum/internship documentation (e.g. notes, tapes, tape critiques) except for taping consent forms. Instead, use first names, initials, or some other coding method.
- Never fax anything with client names.
- Do NOT discuss clients over email. Instead, indicate to your supervisor that you wish to discuss a client situation and arrange to do so via meeting or phone conversation.

The maintenance of client confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss clients outside the classroom or with anyone other than your supervisors, APSU counselor education faculty members, and professionals at the field site.

**Respect for Clients**

Students who consent to receive counseling services from practicum/internship students are helping trainees to become effective counselors. Treat them respectfully. Students do not exist to serve the needs of trainees. It is inappropriate to keep seeing a student whose goals have been met or pull a student from class simply to meet your needs for recording or accumulating direct service hours.

**Crisis Procedures**

Counselor trainees must know the appropriate procedures at their field site regarding crisis situations (e.g. suicide, violent behavior). Trainees should notify their field site supervisors immediately of actual or potential crisis situations with clients and follow the supervisor’s directives. In the event of a death (especially suicide or homicide) of a student, the counselor trainee must notify their practicum/internship faculty supervisor.

**Professional Liability Coverage**

**Counselor trainees are required to obtain professional liability coverage (insurance) during practicum and internship.** This is NOT homeowners insurance, but rather insurance that specifically addresses counseling services provided by a counselor trainee during practicum and internship. School counselors, including those employed on alternative licensure, are usually covered by their school district insurance, but you must check to be certain. A copy of your current insurance coverage should be given to the site supervisor and to the University supervisor for their files. Counselor trainees will find professional liability insurance easily obtainable at reasonable cost. The American Counseling Association (ACA) and the American School Counseling
Association (ASCA) are the easiest to obtain through their websites (www.counseling.org and www.schoolcounselor.org).

**Background Checks & Criminal Records**
Counselor trainees are advised that some field site placements may run background checks, especially regarding any history of illegal or criminal difficulties. You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a professional counselor.

**Removal for Cause of Trainee from Field Site**
The counselor trainee may be removed from his or her field site placement for the following reasons:

- Failure to obtain and show proof of professional liability insurance
- Failure to function in a mature, responsible, and professional manner
- Failure to follow the ethical guidelines of the counseling profession
- Dishonesty regarding field placement log or contract or proper signed consent forms for taping
- Failure to maintain confidentiality of client records and/or client situations
- By request of field site administrator/field site supervisor

Removal from practicum/internship may result in a failing grade in the course and a Student Performance and Fitness Evaluation. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program.

**Audio and Video Taping Counseling Sessions**
Counselor trainees are expected to video or audio tape several counseling activities during their field placement. Trainees will present portions of their taped sessions for review during supervision meetings with faculty supervisors and/or during group supervision (class). Individual instructors will give directions regarding how many tapes will be required, session critique forms, and related matters. Signed consent forms (provided elsewhere in this Handbook) must be completed before any taping is done and must accompany any tapes handed in for a grade or review. Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

**Field Placement Policies**
Counselor trainees must make a separate application to the School Counseling Program Coordinator for each semester of field placement and provide all requested documentation in a timely and efficient manner. See Application document elsewhere in this Handbook.

Counselor trainees must meet all course requirements, including documentation, as required by the Department of Psychological Sciences and Counseling, the College of Graduate Studies, and faculty.

Counselor trainees may not enroll in practicum or internship until the required number of hours has been completed.

Trainees must complete their practicum/internship experience in a setting appropriate to their selected program of specialization. The setting must provide a wide range of opportunities appropriate to the role of a professional school counselor. Trainees must complete their practicum/internship experience in a school setting under supervision of a licensed school counselor.

**Selecting a Practicum/Internship Site**
Students’ practicum/internship faculty supervisor will assist them in selecting a practicum/internship site. However, it is ultimately the student’s responsibility to secure all site placements. All practicum/internship site supervisors must be fully licensed, have worked as a school counselor for a minimum of two years, and have completed, at minimum, the APSU site supervisor training prior to supervising a practicum/internship student.
Students will receive a list of qualified practicum/internship site supervisors from their faculty supervisor at the initial practicum or internship meeting.

Neither the Department of Psychological Science and Counseling nor the counseling faculty can guarantee that a trainee will be accepted by a particular field placement site. Also, it cannot be guaranteed that a trainee will complete the required hours in a given semester.

**Completing Internship Hours at Your Job Site**

Occasionally, internship students are able to secure a job at a school prior to completing their field experience. In these situations, students must pass the PRAXIS II exam and secured a transitional license from the state. Students pursuing this option must receive prior approval from their APSU supervisor. They must be able to complete the full range of required experiences at the job site. Should this not be possible, students must establish a specialized learning contract describing how they will fulfill the required experiences through specific projects (e.g. grant-writing, needs assessment, program development and evaluation) which are beyond the scope of their current employment responsibilities. Consult with your APSU supervisor to plan specialized learning contract. Please note: All direct contact hours must be met.
PERSONAL DISPOSITIONS

A disposition is an embedded personality trait that is displayed in a person’s temperament continuously over time. School counselor trainees are expected to behave professionally, as described in the dispositions, both within and outside the classroom. It is the responsibility of the counselor education faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a school counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following personal dispositions as those that are desired by counselors for personal and professional success, and each student will be provided opportunities to self-reflect and demonstrate each of these traits (adapted from Ladany, Hill, Corbett, & Nutt, 1996).

- Commitment
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal Competence
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication
- Respect
- Perceives and honors diversity
- Self-care
- Wellness
- Integrity
- Personal responsibility
- Personal integrity
- Courage
- Congruence
- Self-awareness
- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty
THE PRACTICUM/INTERNSHIP EXPERIENCE

The Initial Contact:
When you have an initial contact with school personnel you should conduct yourself as you would if you were seeking employment or being interviewed for a job. Appropriate dress is required. If you are uncertain of what is acceptable attire, ask the school site supervisor. School personnel have the authority to approve or reject your placement! Once you have been notified of your placement, keep in mind that your site will not be changed unless there is a unique situation. Contact the supervisor and schedule a time to meet, preferably prior to the beginning of class.

Take the time to meet with your supervisor to get the information that is needed to answer each of the questions. The information you receive will give you a better understanding of the supervision expectations.

a. What personal goals do you wish to accomplish during the supervisory process?
b. What professional goals do you wish to accomplish during the supervisory experience?
c. What strategies need to be selected to meet the identified goal(s)?
d. How often will you and your supervisor meet? How long? Where?
e. If conducting counseling sessions, will they be audio or videotaped? Who will see/hear the tapes? How will confidentiality be maintained? How will informed consent be obtained? Does the school site have access to taping equipment? Is a private room available for meeting with students and/or parents?
f. How will the supervision sessions be structured? What is expected of the supervisor/counselor trainee?
g. What are the procedures for emergency situations? Who needs to be contacted?
h. Does the supervisor have the appropriate scope of training?
i. What evaluative procedures will be used?
j. How are the practicum hours to be organized? Group work? Guidance lessons? Parent consultations? Individual counseling?
k. How often will the program supervisor visit the field site?
l. What assessment tools will be used to determine counselor intervention/strategy effectiveness?
m. What number of absences will be accepted to successfully complete the practicum?
n. What are the identified procedures for disputing evaluations in which there is a disagreement?
o. What are the procedures for absences and tardiness?
p. Who needs to be contacted when there is a crisis and the site supervisor is unavailable?
PROFESSIONAL ORGANIZATIONS

American Counseling Association
http://www.counseling.org/
The American Counseling Association (ACA) is an organization of counseling professionals who work in educational, health care, residential, private practice, community agency, government, and business and industry settings. Its mission is “to enhance human development throughout the life span and to promote the counseling profession.” The website contains links to divisions, conference information, an online newsletter, and information for the public.

American School Counselor Association
http://www.schoolcounselor.org/
The American School Counselor Association (ASCA) supports school counselors’ efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors around the globe.

Codes of Ethics
In general, the codes of ethics of the major professional organizations do not make distinctions in ethical behavior of clinicians when treating mental disorders versus other kinds of problems.

American Counseling Association (ACA) – Code of Ethics
The ACA Code of Ethics and Standards for Practice can be found at the following link: http://www.counseling.org/resources/codeofethics/TP/Home/CT2.aspx

American School Counselors Association (ASCA) – Code of Ethics
The ASCA code of ethics can be found by going to the provided link: https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf
To Thank You,
Our School Counseling INTERNSHIP Supervisors

We greatly value your willingness to volunteer to supervise our internship students. As a way of thanking you for your service, Austin Peay State University provides a small stipend of $50 for every 200 clock hours that an individual supervises. In order to receive this gift, you must complete the School Counselor Supervisor Substitute W-9 Form found in the appendices and fax the form to the School Counseling Program Coordinator at: (931) 221-6267, or mail it to: PO Box 4537, Clarksville, TN 37044.

Please note that any personal information the supervisor provides will be kept confidential. Please call (931) 221-7233 or (931) 221-1247 if you have questions.
APPENDICES

PRACTICUM & INTERNSHIP FORMS

SCHOOL COUNSELING
APPLICATION FOR SCHOOL COUNSELING PRACTICUM AND INTERNSHIP

Due Dates: Spring 09/15 Fall 03/15

Practicum _______ Internship_______

Semester Applying For:______________

Hours Requested of Practicum/Internship: ____________

Name:_______________________________________________________ A#:________________________

Address:____________________________________ City_________________________ Zip__________

Phone #:_______________________ Alternate #:___________________________

Term Admitted to Program:________________________ Required Program Hours: ____________

Program Advisor:________________________________________ Number Program Hours Completed: __________

Record Grade in Courses Below. Mark an “X” if currently enrolled.

School Counseling Required Courses:

_____ PSY 5000: Research Methods and Statistics in Psychology (3)
_____ COUN 5110: Lifespan Development (3)
_____ COUN 5150: Foundations of School Counseling (3)
_____ COUN 5160: Counseling Children and Adolescents (3)*
_____ COUN 5190: Psychological Assessment (3)*
_____ COUN 5400: Theories in Counseling (3)
_____ COUN 5410: Counseling Techniques (3)
_____ COUN 5420: Advanced Counseling Techniques (3)
_____ COUN 5430: Group Theories and Techniques (3)**
_____ COUN 5440: Diversity Issues in Counseling (3)
_____ COUN 5600: Theories and Counseling in Career Development (3)
_____ COUN 5640: Practicum in School Counseling (3)
_____ COUN 5725: Internship in School Counseling (6)
_____ COUN 6010: Ethical, Legal & Professional Issues in Counseling (3)
_____ COUN 6015: Comprehensive School Counseling Program Development & Implementation (3)*

Electives Specify):________________________________________________________

Have you met with your program advisor to discuss your readiness for practicum or internship? ____________

Have you made a tentative selection of a practicum or internship placement? If so, where?

__________________________________

*You must have completed all courses above with the exception of those noted, prior to starting a practicum placement. **You may be enrolled concurrently in these courses while completing the internship experience.

TURN THE COMPLETED FORM IN TO DR. DEBORAH BUCHANAN,
Clement Bldg., Room 215C or via email (buchanand@apsu.edu)
CHECKLIST OF SCHOOL COUNSELING FIELD EXPERIENCE

Field Placement (Check one):  _______ Practicum  _______ Internship
Counselor Trainee: ________________________________  Semester/Year: ________________
School: ___________________________________  Site Supervisor: __________________________

The following items will be placed in the student’s permanent file:

Initialed by:

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1. Checklist for School Counseling Field Experience
2. Field Placement Contract
3. Field Site Supervisor Registration
4. Proof of Liability Insurance
5. Ethics Agreement
6. Emergency/Crisis Management: School Setting
7. Field Experience Plan
9. Site Supervisor’s Evaluation of Trainee (2)
10. Self-evaluation of Field Experience Forms (2)
11. Student Evaluation of Field Site & Supervisor
12. School Counseling Program Specific Site Evaluation Form
13. Field Experience Weekly Log
14. Certification of Counseling Internship (Internship Only)
15. Encourage School Counseling Supervisor to complete and submit W9 Form to instructor (Internship Only)

NOTE: These documents will verify your field experience hours. This is necessary when you seek school counselor certification and when applying for licensure. It is recommended that you keep copies of all these documents and submit your original work with this checklist at the end of the semester.
PRACTICUM FIELD PLACEMENT CONTRACT
Agreement of Best Practices for Supervision: Site Supervisor, Faculty Supervisor, and Student Responsibilities

SCHOOL COUNSELING

Term of Agreement
________________________________ to ________________________________
Month/Day/Year

Student Name: ______________________________________ A#: ____________________
Address: ______________________________________________________________________
City: __________________________________ State: ___________ Zip: ________________
Cell Phone: ___________________ Emergency Contact/Phone: __________________________
APSU E-mail: _________________________________________________________________

Site Supervisor Information

Name of Site: ____________________________________________________________________________
Site Supervisor (with degree/credentials): ____________________________________________
Address of Site: ____________________________________________________________________________
Office Phone: ___________________ Cell Phone: __________________________
Site Supervisor e-mail: _________________________________________________________________

Introduction to Supervision Contract
This document is intended to establish the roles and responsibilities of supervision for the faculty supervisor, site supervisor, and student in order to best assist in the student’s professional development and to protect the client.

Department of Psychological Science and Counseling
1. Provide an orientation for site supervisors at least once a year
2. Provide assistance, consultation, and professional development opportunities to site supervisors as needed

Faculty Supervisor Qualifications, Roles and Responsibilities
1. Has a doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Has relevant experience and appropriate credentials/licensure and or demonstrated competence in counseling.
3. Has relevant supervision training and experience.
4. Will provide a safe environment for student growth within group supervision
5. Will assist in the development of goals and tasks to achieve in supervision specific to assessed competencies
6. Will identify and build upon supervisee’s strengths as defined in competency evaluations.
7. Will monitor student counter-transference and provide a safe place for discussion
9. Will identify strains or ruptures in the supervisory relationship.
10. Will communicate with site supervisors in accordance with the supervision contract.
11. Will provide an average of 1½ hours per week of individual/triad/group supervision on a regular schedule throughout the Practicum experience.
12. Will observe a student’s interactions with clients through audio/video recordings and/or live supervision.
13. Will provide regular feedback to students they supervise about their development as counselors.

Site Supervisor Qualifications, Roles and Responsibilities
1. Has a minimum of a master’s degree in school counseling, or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Has a minimum of two years of pertinent professional experience as a school counselor.
3. Has relevant training in counseling supervision.
4. Is knowledgeable of the program’s expectations, requirements, and evaluation procedures for students.
5. Has participated in a supervision orientation offered by the Department of Psychological Science and Counseling.
6. Will take advantage of assistance, consultation, and professional development opportunities provided by the counseling program faculty as needed.
7. Will continue to pursue supervision training to maintain and cultivate competency in this area.
8. Will orient the student to the mission, goals, objectives, and procedures of the site/school counseling program.
9. Will negotiate Practicum hours and responsibilities with the student, utilizing this agreement as a starting point.
10. Will develop goals and objectives with the student for his/her experience early in the Practicum experience.
11. Will provide weekly interactions with each Practicum student that averages 1½ hours per week of individual and/or triadic supervision throughout the Practicum experience.
12. Will regularly observe a student’s interactions with clients through audio/video recordings and/or live supervision.
13. Will ensure that there is a certified school counselor on-site and available whenever school counselors-in-training are seeing clients. In addition, site supervisors must accompany students on all home visits or any direct service outside of the school.
14. Will complete formal mid-term and final evaluations of student’s performance. Site supervisors will discuss midterm and final evaluations with the student, and will sign the evaluation along with faculty supervisors and students.
15. Will meet with faculty supervisors upon request and communicate student’s progress at regular intervals throughout the Practicum experience, as requested by the faculty supervisor, e.g., by email or phone call.
16. Will communicate any concerns regarding supervisee’s performance or behavior to faculty supervisor as soon as possible.
17. Will provide students an opportunity to obtain a minimum of 40% of the practicum hours (e.g. 16 hours of a 40 hour placement) in the form of direct service with clients.
   a. Direct Service = Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + school counseling core curriculum teaching hours.
   b. School counselors-in-training will have opportunities to make audio/video recordings (a minimum of two per Practicum experience) for use in both faculty and site supervision.
18. Sign student logs weekly which document the student’s completion of hours.
19. Discuss and model ethical and legal behavior, specifically in the areas of client confidentiality and necessary breach of confidentiality.

CACREP Competency Expectations
It is expected that supervision will occur in a competency-based framework. Below you will find the course objectives that the supervisee is required to achieve in the course. Supervisees should self-assess clinical competencies (knowledge, skills, and values/beliefs), and supervisors should compare supervisee self-assessments with their own assessments based on observations and discussion of supervisee’s work.
Supervisors should observe, evaluate, and strive toward developing supervisee’s growth in the following CACREP standards:

## Practicum Course Objectives

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE II F.1.m</td>
<td>the role of counseling supervision in the profession</td>
</tr>
<tr>
<td>CORE II F.1.k</td>
<td>strategies for personal and professional self-evaluation and implications for practice</td>
</tr>
<tr>
<td>CORE II F.5.f</td>
<td>counselor characteristics and behaviors that influence the counseling process</td>
</tr>
<tr>
<td>CORE II F.6.d</td>
<td>characteristics and functions of effective group leaders</td>
</tr>
<tr>
<td>SC G.2.a</td>
<td>School counselor roles as leaders, advocates, and systems change agents in P-12 schools</td>
</tr>
<tr>
<td>SC G.2.b</td>
<td>School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</td>
</tr>
<tr>
<td>SC G.2.d</td>
<td>School counselor roles in school leadership and multidisciplinary teams</td>
</tr>
<tr>
<td>SC G.2.k</td>
<td>Community resources and referral sources</td>
</tr>
<tr>
<td>SC G.3.a</td>
<td>Development of school counseling program mission statements and objectives</td>
</tr>
<tr>
<td>SC G.3.c</td>
<td>Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</td>
</tr>
<tr>
<td>SC G.3.f</td>
<td>Techniques of personal/social counseling in school settings</td>
</tr>
<tr>
<td>SC G.3.i</td>
<td>Techniques to foster collaboration and teamwork within schools</td>
</tr>
<tr>
<td>SC G.3.e</td>
<td>use of developmentally appropriate career counseling interventions and assessments</td>
</tr>
<tr>
<td>SC G.3.n</td>
<td>Use of accountability data to inform decision making</td>
</tr>
<tr>
<td>SC G.3.o</td>
<td>Use of data to advocate for programs and students</td>
</tr>
</tbody>
</table>

## The Practicum Student’s Roles & Responsibilities

The Practicum Student understands the following:

1. A supervised Practicum experience must total a minimum of 120 clock hours over a minimum 12-week academic term.

2. Practicum includes at least 40% of time in direct service with actual clients (e.g. 16 hours of a 40 hour placement, 24 hours of a 60 hour placement, or 48 hours of a 120 hour placement) that contributes to the development of counseling skills.
   a. Direct service with clients may include conducting initial intakes, individual counseling, group counseling, and school counseling core curriculum lesson delivery. Direct service may only include hours spent in the above mentioned capacities to actual clients at the agreed upon site. That is, worth with “volunteer clients” or clients not affiliated with the site are not considered direct service
and are not part of the supervised practicum experience. No more than 50% of the direct service can include group counseling/core curriculum lesson delivery hours.

b. Audio/video recordings must be made for use in supervision with both faculty and site supervisors (a minimum of 2 per practicum experience). Students are responsible for providing audio/video recordings during class meetings, as indicated by the faculty supervisor, in the format that Faculty and Site Supervisors have access to (e.g. DVD, thumb drive).

3. Attend all individual/triad/group supervision meetings with faculty supervisor; understand that if any supervision meeting is missed all counseling work must be suspended, until such time a supervision session can be scheduled.

4. In order to progress to Internship, all course requirements must be met with a minimum grade of B in the Practicum course.

Audio/Video Media and Security Agreement

1. All audio/video recordings of counseling session in COUN courses will meet HIPAA standards for security. This standard states that an audio/video recording must, at all times, be in a double lock security situation. For example, videos stored in a locked file cabinet (lock 1) in a room that has a locked door (lock 2) meets the double lock requirement.

2. When transporting audio/video recordings to and from Practicum and classroom sites, a audio/video placed in a locked car does not meet the requirement. Students and faculty are required to have audio/video recordings locked in the trunk of their cars to meet this requirement.

3. I have read and understand my responsibilities in referencing audio/videotaping, storage and destruction. Additionally, I understand my responsibilities include keeping my Practicum supervisor(s) informed of any irregularities occurring with the audio/video recording process during my practicum/internship.

Students are continuously evaluated during their Practicum experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the practicum/internship experience and the semester. These evaluations are done by faculty supervisors in the practicum and internship courses and by site supervisors. Midterm evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with the students by faculty and site supervisors, signed by students and supervisors, and placed in the students’ practicum and internship files.

STATEMENT OF AGREEMENT

The contract may be revised at the request of the student or supervisor. Revisions will be made only with consent of student and approval of site supervisors and faculty supervisors.

We, ______________________________________________________ (student) and
__________________________________________________________ (site supervisor) and
__________________________________________________________ (faculty supervisor) agree to follow the
directives laid out in this supervision agreement and to conduct ourselves in keeping with the ACA/ASCA Ethical Principles and Code of Conduct and Tennessee laws and regulations.

Student: ___________________________________________________ Date: ______________

Site Supervisor: ______________________________________________ Date: ______________

Faculty Supervisor: ___________________________________________ Date: ______________
INTERNERSHIP FIELD PLACEMENT CONTRACT
Agreement of Best Practices for Supervision: Site Supervisor, Faculty Supervisor, and Student Responsibilities

SCHOOL COUNSELING

Term of Agreement

_________________________________ to ________________________________
Month/Day/Year Month/Day/Year

Student Name: __________________________ A#: _________________________
Address: ______________________________________________________________________
City: __________________________________ State: ___________ Zip: __________________
Cell Phone: ___________________ Emergency Contact/Phone: _____________________
APSU E-mail: _________________________________________________________________

Site Supervisor Information

Name of Site: __________________________________________________________________
Site Supervisor (with degree/credentials): _________________________________________
Address of Site: ________________________________________________________________
Office Phone: ___________________________ Cell Phone: ____________________________
Site Supervisor e-mail: ___________________________________________________________

Introduction to Supervision Contract
This document is intended to establish the roles and responsibilities of supervision for the faculty supervisor, site supervisor, and student in order to best assist in the student’s professional development and to protect the client.

Department of Psychological Science and Counseling
1. Provide an orientation for site supervisors at least once a year
2. Provide assistance, consultation, and professional development opportunities to site supervisors as needed

Faculty Supervisor Qualifications, Roles and Responsibilities
1. Has a doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Has relevant experience and appropriate credentials/licensure and or demonstrated competence in counseling.
3. Has relevant supervision training and experience.
4. Will provide a safe environment for student growth within group supervision
5. Will assist in the development of goals and tasks to achieve in supervision specific to assessed competencies
6. Will identify and build upon supervisee’s strengths as defined in competency assessments.
7. Will monitor student counter-transference and provide a safe place for discussion
9. Will identify strains or ruptures in the supervisory relationship.
10. Will work communicate regularly with site supervisor in accordance with the supervision contract.
11. Will provide an average of 1 ½ hours per week of individual/triadic/group supervision on a regular schedule throughout the Internship experience.

12. Will observe a student’s interactions with clients through audio/video recordings and/or live supervision.

13. Will provide regular feedback to students they supervise about their development as counselors.

**Site Supervisor Qualifications, Roles and Responsibilities**

1. Has a minimum of a master’s degree in school counseling, or related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. Has a minimum of two years of pertinent professional experience as a school counselor.

3. Has relevant training in counseling supervision.

4. Is knowledgeable of the program’s expectations, requirements, and evaluation procedures for students.

5. Has participated in a supervision orientation offered by the Department of Psychological Science and Counseling.

6. Will take advantage of assistance, consultation, and professional development opportunities provided by the counseling program faculty as needed.

7. Will continue to pursue supervision training to maintain and cultivate competency in this area.

8. Will orient the student to the mission, goals, objectives, and procedures of the site/school counseling program.

9. Will negotiate Internship hours and responsibilities with the student, utilizing this agreement as a starting point.

10. Will develop goals and objectives with the student for his/her experience early in the Internship experience.

11. Will provide weekly interactions with each Internship student that averages 1 ½ hours per week of individual and/or triadic supervision throughout the Internship experience.

12. Will regularly observe a student’s interactions with clients through audio/video recordings and/or live supervision.

13. Will ensure that there is a certified school counselor on-site and available whenever school counselors-in-training are seeing clients. In addition, site supervisors must accompany students on all home visits or any direct service outside of the school.

14. Will complete formal mid-term and final evaluations of student’s performance. Site supervisors will discuss midterm and final evaluations with the student, and will sign the evaluation along with faculty supervisors and students.

15. Will meet with faculty supervisors upon request and communicate student’s progress at regular intervals throughout the Internship experience, as requested by the faculty supervisor, e.g., by email or phone call.

16. Will communicate any concerns regarding supervisee’s performance or behavior to faculty supervisor as soon as possible.

17. Will provide students an opportunity to obtain a minimum of 40% of the Internship hours (e.g., 80 hours of a 200 hour placement for a total of 240 hours of a 600 hour internship experience) in the form of direct service with clients.

   a. Direct Service = Individual counseling hours + career counseling hours + group counseling hours + intake and assessment hours + crisis intervention hours + school counseling core curriculum teaching hours.

   b. School counselors-in-training will have opportunities to make audio/video recordings (a minimum of 2 per Internship site placement) for use in both faculty and site supervision.

18. Sign student logs weekly which document the student's completion of hours.

19. Discuss and model ethical and legal behavior, specifically in the areas of client confidentiality and necessary breach of confidentiality.

**CACREP Competency Expectations**

It is expected that supervision will occur in a competency-based framework. Below you will find the course objectives that the supervisee is required to achieve in the course. Supervisees should self-assess clinical competencies (knowledge, skills, and values/beliefs), and supervisors should compare supervisee self-assessments with their own assessments based on observations and discussion of supervisee’s work.
Supervisors should observe, evaluate, and strive toward developing supervisee’s growth in the following CACREP standards:

**Internship Course Objectives**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE II F.1.m</td>
<td>Understand the role of counseling supervision in the profession</td>
</tr>
<tr>
<td>CORE II F.1.k</td>
<td>Utilize strategies for personal and professional self-evaluation and implications for practice</td>
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<td>CORE II F.5.f</td>
<td>Demonstrate counselor characteristics and behaviors that influence the counseling process</td>
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<td>CORE II F.6.d</td>
<td>Demonstrate the characteristics and functions of effective group leaders</td>
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<td>SC G.2.a</td>
<td>Demonstrate an understanding of a school counselor’s roles as leaders, advocates, and systems change agents in P-12 schools</td>
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<tr>
<td>SC G.2.b</td>
<td>Demonstrate knowledge of a school counselor’s role in consultation with families, P-12 and postsecondary school personnel, and community agencies</td>
</tr>
<tr>
<td>SC G.2.d</td>
<td>Demonstrate knowledge of a school counselor’s role in school leadership and multidisciplinary teams</td>
</tr>
<tr>
<td>SC G.2.k</td>
<td>Utilize community resources and referral sources</td>
</tr>
<tr>
<td>SC G.3.a</td>
<td>Development of a school counseling program mission statements and objectives</td>
</tr>
<tr>
<td>SC G.3.c</td>
<td>Development of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</td>
</tr>
<tr>
<td>SC G.3.d</td>
<td>Demonstrate interventions to promote academic development</td>
</tr>
<tr>
<td>SC G.3.e</td>
<td>Demonstrate the use of developmentally appropriate career counseling interventions and assessments</td>
</tr>
<tr>
<td>SC G.3.f</td>
<td>Demonstrate techniques of personal/social counseling in school settings</td>
</tr>
<tr>
<td>SC G.3.g</td>
<td>Demonstrate strategies to facilitate school and postsecondary transitions</td>
</tr>
<tr>
<td>SC G.3.j</td>
<td>Demonstrate interventions to promote college and career readiness</td>
</tr>
<tr>
<td>SC G.3.l</td>
<td>Demonstrate techniques to foster collaboration and teamwork within schools</td>
</tr>
<tr>
<td>SC G.3.n</td>
<td>Utilize accountability data to inform decision making</td>
</tr>
<tr>
<td>SC G.3.o</td>
<td>Utilize data to advocate for programs and students</td>
</tr>
</tbody>
</table>
The Internship Student’s Roles & Responsibilities

1. The Internship Student understands the following:
2. A supervised Internship experience must total a minimum of 600 clock hours over a minimum 16-week academic term (or 300 clock hours over two academic terms).
3. Internship includes at least 40% of time in direct service with actual clients (e.g., 80 hours of a 200 hour placement for a total of 240 hours of a 600 hour internship experience) that contributes to the development of counseling skills.
   a. Direct service with clients may include conducting initial intakes, individual counseling, group counseling, and school counseling core curriculum lesson delivery. Direct service may only include hours spent in the above mentioned capacities to actual clients at the agreed upon site. That is, work with “volunteer clients” or clients not affiliated with the site are not considered direct service and are not part of the supervised Internship experience.
   b. Audio/video recordings must be made for use in supervision with both faculty and site supervisors (a minimum of 2 per Internship site placement). Students are responsible for providing audio/video recordings during class meetings, as indicated by the faculty supervisor, in the format that Faculty and Site Supervisors have access to (e.g., DVD, thumb drive).
4. Attend all individual/triadic/group supervision meetings with faculty supervisor; understand that if any supervision meeting is missed all counseling work must be suspended, until such time a supervision session can be scheduled.
5. All course requirements must be met with a minimum grade of A in the Internship course in order to graduate from the program.

Audio/Video Media and Security Agreement

1. All audio/video recordings of counseling session in COUN courses will meet HIPAA standards for security. This standard states that an audio/video recording must, at all times, be in a double lock security situation. For example, videos stored in a locked file cabinet (lock 1) in a room that has a locked door (lock 2) meets the double lock requirement.
2. When transporting audio/video recordings to and from Internship and classroom sites, a audio/video placed in a locked car does not meet the requirement. Students and faculty are required to have audio/video recordings locked in the trunk of their cars to meet this requirement.
3. I have read and understand my responsibilities in referencing audio/videotaping, storage and destruction. Additionally, I understand my responsibilities include keeping my Internship supervisor(s) informed of any irregularities occurring with the audio/video recording process during my Internship/internship.
4. Students are continuously evaluated during their Internship experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the Internship/internship experience and the semester. These evaluations are done by faculty supervisors in the practicum and internship courses and by site supervisors. Midterm evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with the students by faculty and site supervisors, signed by students and supervisors, and placed in the students’ practicum and internship files.
STATEMENT OF AGREEMENT

The contract may be revised at the request of the student or supervisor. Revisions will be made only with consent of student and approval of site supervisors and faculty supervisors.

We, _____________________________________________________ (student) and
____________________________________________________________ (site supervisor) and
____________________________________________________________ (faculty supervisor) agree to follow the directives laid out in this supervision agreement and to conduct ourselves in keeping with the ACA/ASCA Ethical Principles and Code of Conduct and Tennessee laws and regulations.

Student: ___________________________________________________ Date: ____________
Site Supervisor: ______________________________________________ Date: ____________
Faculty Supervisor: ___________________________________________ Date: ____________
DESIRED FIELD EXPERIENCES

Practicum & Internship in School Counseling

Familiarization with the School Environment. The trainee should become familiar with:
1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statement regarding the philosophy, purpose, organization, and procedures of the school’s counseling program.
8. Written statements regarding the philosophy, purpose, organization, and procedures of the district’s K-12 comprehensive developmental counseling program.

Program Planning/Management/Evaluation. The trainee should become familiar with:
1. Community and school environment assessment activities.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly-scheduled counseling staff meetings.
5. Follow-up studies with former students, including follow-up reports to administrators, parents, and teachers as appropriate.

Counseling and School Counseling Core Curriculum. The trainee should gain knowledge and observe school counselors:
1. Facilitating individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Conducting classroom or other group school counseling core curriculum activities.
7. Participating in student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

Assessment and Records. The trainee should become familiar with and gain experience in:
1. School counseling department record-keeping system as well as school’s cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records.

Consultation and Coordination. The trainee should gain knowledge in:
1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students’ developmental needs; academic, career, and social/emotional development; and classroom management.
3. Consultation with parents regarding student academic, career, and personal/social development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

Individual Planning and Placement. The trainee should become familiar with:
1. Career development and related activities.
2. Educational, occupational, and personal/social information resources in the counseling department and media center.
3. Career and educational planning, development, and/or placement with individual students.

**Professionalism.** The trainee is expected to:
1. Adhere to ACA and ASCA ethical standards.
2. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
3. Demonstrate appropriate human relation skills with students, school personal, and parents.
4. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.
5. Show respect for diversity among students, school personal, and the community. Seek and utilize feedback from supervisors.
FIELD SITE SUPERVISOR REGISTRATION
SCHOOL COUNSELING

PLEASE PRINT ALL INFORMATION. This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.

Counselor Trainee: ____________________________________________________________ Semester/Year: _____________
____Practicum  ____Internship  ____Internship II  Effective from __/__/____ through __/__/____

SITE INFORMATION
Placement Site (School): _____________________________________________________________
Address: __________________________________________________________________________
________________________________________________________________________
Name of Building Principal: __________________________________________________________________________

FIELD SITE SUPERVISOR INFORMATION
Name: ___________________________________________________________________________
School: ___________________________________________________________________________
Address: ___________________________________________________________________________
________________________________________________________________________
Office phone: ___________________ Email: _____________________________________________
Highest degree earned:  EdD  PhD  MS  MEd  Other (specify) _____________________________
Year degree earned: ___________ Discipline (e.g., counseling, psychology) _________________
Supervisor Credentials:  Certified School Counselor, certification #: ________________________
 NCC, certification #: ______________________ Other? ________________________________
Supervisor’s years of experience at setting appropriate to this setting? _____________________

NOTE: A qualified Field Site Supervisor for a School Setting must have a master’s degree in counseling or a counseling-related field, be a fully certified school counselor, and have a minimum of 2 years of post-masters experience.
PRACTICUM & INTERNSHIP ETHICAL AGREEMENT
SCHOOL COUNSELING

Field Experience: Practicum / Internship  Semester___________  Year_______
(Circle one)

Trainees should read and sign this form for every practicum and internship class. The original is to be returned to the instructor, and the student should retain a copy. This signed document is due on the first night of class.

1. I hereby attest that I have read and understood the current Ethical Standards of the American School Counselor Association and will practice my counseling in accordance with these standards. **NOTE: the ASCA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Internship Handbook.**

2. I hereby attest that I have read and understood the Retention Policy of the Department of Counseling and agree to abide by its provisions (Retention Policy is found elsewhere in this Handbook).

3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.

4. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.

5. I understand that I will not be issued a passing grade in counseling skills classes and internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as outlined by my faculty instructor.

6. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

_____________________________________________________________
Counselor Trainee Signature & Date
EMERGENCY/CRISIS MANAGEMENT PLAN
SCHOOL COUNSELING

This form must be completed for each semester of field placement and handed in on the first night of class. Trainees must retain a copy. Please attach a copy of any school emergency/crisis response documents.

Any situation involving a student that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Report of child abuse
7. Severe depression, anxiety, etc.

SCHOOL POLICY: What is the school policy about counselor trainees managing a student crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours
Who is the trainee to contact in case of an emergency/crisis situation?
Name: ___________________________________________ Phone: ____________________

If this person is not available, who else can the trainee contact?
Name: ___________________________________________ Phone: ____________________

Outside of Field Placement Hours: If trainees are concerned about students and need to contact a supervisor outside of the regular field placement hours, what procedures should they follow?
FIELD EXPERIENCE PLAN
SCHOOL COUNSELING

This document must accompany the field placement contract and be filed with the instructor at the 1st class meeting.

| Practicum | Internship I | Internship II |

Counselor Trainee: ___________________________ Semester/Year: ________

Field Site Placement: ____________________________________________

Proposed schedule for counselor trainee at field site placement:

<table>
<thead>
<tr>
<th>Times trainee is expected to be at field site (e.g., 8am-2pm)</th>
<th># hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
</tbody>
</table>

Total weekly hours =

Please specify & describe activities likely to be observed and/or undertaken by the counselor trainee during this placement experience. NOTE: the majority of trainee direct service hours MUST be in individual/group counseling and school counseling core curriculum classroom activities.

Individual counseling: _____Adolescents _____Children
Group counseling (leading or co-leading); please specify focus of planned groups:
School Counseling Core Curriculum classroom lesson; please indicate type & focus of planned activity:

Career counseling:
Consultation (e.g., with parents, school officials):
Psychoeducational activities relevant to the field site:
Record keeping
Receive supervision (individual or group at the field site). Please specify which:
Assessment (e.g., test interpretation). Please specify types:
Other (describe):

____________________________________________________
Counselor Trainee (print)  Signature & date

____________________________________________________
Field Site Supervisor (print)  Signature & date
PRACTICUM FIELD EXPERIENCE SUMMARY
SCHOOL COUNSELING

The Summary must be completed by the counselor trainee for each field experience course at the end of the semester. It is used by the Department to provide documentation of supervised experience for accreditation and licensure review. Refer to your Practicum or Internship Log for data.

Trainee’s Name: __________________________________________ Semester/Yr: ________________________

Field Site Name: __________________________________________ Field Site Phone#: ______________________

Field Site address: ___________________________________________________________

Field Site Supervisor Name: __________________________________ Certification #: ______________________

Dates effective from: _____/____/____ through _____/____/____

Total clock hours earned during this course (get this from weekly time Log)

Total Field Site Hours: ______

Total Campus Hours: +_______

TOTAL HOURS: ______

Total clock hours of direct client counseling contact = ______

Type (s) of counseling provided during this course (check all that apply):

_____Career _____Group _____Individual _____Academic

_____Child & Adolescent _____Other, specify ______________________

Trainee: __________________________________________________________ Signature & Date

Site Supervisor: __________________________________________________________ Signature & Date

Faculty Instructor: ______________________________________________________ Signature & Date
CERTIFICATE OF SCHOOL COUNSELING INTERNSHIP
AUSTIN PEAY STATE UNIVERSITY
Department of Psychological Sciences & Counseling

Intern’s Name: ____________________________________________________________

Internship Site: __________________________________________________________

Name of site

Street Address __________________________________________________________________________
City/State/Zip __________________________________________________________________________

Phone Number __________________________________________________________________________

Site Supervisor of Record: ________________________________________________________________

Highest Degree: _________________________________________________________________

License and/or Certification: __________________________________________________________

Dates of Internship: From: _____/_____/_____ To: _____/_____/_____ 

Hours earned during this placement

A. Field Site hours*: 

   _______ Direct Client Contact
   _______ Indirect Contact
   _______ Individual On-site Supervision
   _______ Other activities

B. Campus hours**: 

   _______ Group Supervision
   _______ Individual Supervision

TOTAL HOURS: __________________________

This is to certify that the above named intern has satisfactorily completed the counseling internship under my supervision.

_______________________________________________________________________________ 
Signature of Intern Date __________________________

_______________________________________________________________________________ 
Signature of Site Supervisor* Date __________________________

_______________________________________________________________________________ 
Signature of Faculty Supervisor** Date __________________________
TRAINEE CONSENT FOR AUDIO & VIDEO TAPING

This document may be used in either practicum or internship classes. It should be signed by the trainee and the original provided to the faculty instructor at the first class meeting. The trainee should retain a copy.

Trainee: ________________________________________________  Semester/Year: ___________

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum or internship training. During this semester I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor assigned to the class.

I understand that these tapes are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above tapes that are played during class or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American School Counselor Association Code of Ethics.

__________________________________________________________  __________________________
Trainee Signature                                              Date

__________________________________________________________  __________________________
Faculty Instructor Signature                                   Date
PARENT/STUDENT CONSENT FORM
Austin Peay State University
Department of Psychological Science and Counseling
School Counseling

Student: ___________________________________________ Student Age: ____________________

Parent/Guardian: ________________________________________________________________

Counselor: ___________________________________________ Phone: _______________________

Your child has the opportunity to receive counseling services at (school) _____________________________

The purpose of counseling is to help your child develop the skills to resolve difficulties that may be interfering with academic and personal success. Counseling is designed to assist your child in areas such as self-awareness, decision-making, improved behavior, social adjustment, and other needs as they arise. By participating in a short-term counseling process, he or she will, hopefully, learn how to work through his or her problems independently and become a more productive and motivated student.

These counseling services will be provided by a counselor trainee in the master’s degree counseling program of the Department of Psychological Science and Counseling at Austin Peay State University. This trainee has completed advanced graduate coursework in counseling and is supervised at the school and by the University. Counseling interviews are recorded (audio or video) to help the counselor improve his or her skills and are erased by the end of the semester. All recordings are treated according to the Code of Ethics of the American Counseling Association and, therefore, confidentiality is guaranteed.

Your signature below indicates you are willing for your child to receive counseling services. If you are interested in more information or are concerned about your child’s progress, please contact the counselor for consultation at the telephone number listed above.

Signatures:

Parent/Guardian or Student (if student is over 18 years) Date

Counselor Trainee Date

Faculty Instructor Date
SUGGESTIONS FOR AUDIO & VIDEO RECORDING

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means audiotapes or videotapes. DVD’s are acceptable if your instructor/supervisor agrees to that format.

These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. Some field site placements will have recording equipment, especially videotaping equipment, but many will not. Videotape is always preferable since it allows for visual review; however, some field placement sites will only allow audio taping. Whatever format you use, remember that all tapes must be clearly audible.

There are some steps you can take to insure you have the best recordings possible:

1. DO NOT use the handheld, mini-recorders since they do not have the power and range necessary. Video recorders that utilize DVDs, videotape, or other media are acceptable as long as your instructor or supervisors is willing to accept them.

2. Use an audio or video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the audio or video recorder usually cannot pick up all the voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). An “Omni-directional” microphone is highly recommended since it picks up sounds coming from different directions. These microphones are available from various businesses, such as Radio Shack.

3. Always check your equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/ heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is the less effective the microphone mounted in the camera will be (therefore, it is best to attach an external microphone).

4. All consent forms for taping must be signed before you ever turn on a recorder. Never tape a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/instructor when they receive a tape from you.

5. Label and store tapes/disks securely. Never use a client name to label a tape; instead use some sort of code. The only people who should ever hear/see a counseling session tape are: your, your course instructor, your site supervisor, your doctoral student supervisor, your class. Do not review tapes where family members or friends can hear or see them. Do not carry your tapes around everywhere you go – keep them secure.

You MUST dispose of all tapes by the end of the semester. There is no reason to save tape recordings. Once you have reviewed them or used them for supervision/grade, record over them or dispose of them.
# PRACTICUM SITE SUPERVISOR AND TRAINEE SELF-EVALUATION FORM

___Mid-term  ____End of semester

**Student Name:** ________________________________________________________________

**Supervisor’s Name:** __________________________________________________________________

**School Site:** _______________________________________________________________________

This evaluation provides 1) means for counselor trainee self-assessment, 2) feedback from the field site supervisor, and 3) data for faculty to discuss areas of progress and improvement. We encourage you to share this evaluation with the counselor trainee. After reading each statement below, please circle the number that best reflects your evaluation of the trainee’s performance at this point.

**Criteria:** Use the following criteria to rate the counselor trainee’s performance and growth while under your supervision.

4 = Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of a practicum level trainee.

3 = Average: Usually meets minimum requirements in a satisfactory manner; performing as might be expected of a practicum level trainee.

2 = Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of a practicum level trainee.

1 = Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of a practicum level trainee.

No Basis: There is no basis on which to evaluate the trainee for the item in question.

## Counseling Process/Skills/Conceptualization

| 1 2 3 4 N | 1. Establishes and maintains therapeutic boundaries |
| 1 2 3 4 N | 2. Quickly builds rapport and establishes effective working relationship with client. |
| 1 2 3 4 N | 3. Works effectively with clients to establish and achieve counseling goals. |
| 1 2 3 4 N | 4. Terminates counseling sessions effectively. |

## Professional Attitude & Behavior

| 1 2 3 4 N | 5. Uses supervision effectively (comes prepared, seeks feedback & knowledge). |
| 1 2 3 4 N | 6. Is open and responsive to feedback. |
| 1 2 3 4 N | 7. Engages in open & clear communication with peers and supervisors. |
| 1 2 3 4 N | 8. Recognizes the boundaries of her/his competencies. |
| 1 2 3 4 N | 9. Demonstrates a personal commitment to developing professional competency. |
| 1 2 3 4 N | 10. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. |
| 1 2 3 4 N | 11. Is punctual, keeps appointments according to established schedule at field site. |
1. Maintains documentation in a timely and accurate manner.
2. Demonstrates ethical and legal behavior in counseling, case management, supervision.
3. Has an accurate perception of his/her strengths and limitations.
4. Works effectively with staff members.
5. Follows the policies and procedures of the school building & school district.

NARRATIVE: In the space below please address the trainee’s strengths, areas of progress, primary limitations, and areas in which he/she needs to improve. Additionally, include recommendations and suggested experiences for future field experiences/professional development.

1. List the student’s primary strengths and areas of progress.

2. List the student’s primary limitations and areas needing improvement.


SIGNATURES: Please provide signatures below after the evaluation has been reviewed in a face-to-face meeting between the site supervisor and the trainee.

Site Supervisor:
My signature indicates that I have filled out this evaluation form and reviewed the results with the student trainee under my supervision in a face-to-face meeting.

Signed: ____________________________ Date: ______________

Student Trainee:
I have met with my site supervisor and reviewed this evaluation with her/him. My signature below indicates that I agree with this assessment.

Signed: ____________________________ Date: ______________

OR

I have met with my site supervisor and reviewed this evaluation with her/him. I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

Signed: ____________________________ Date: ______________
INTERNSHIP SITE SUPERVISOR AND INTERN SELF-EVALUATION FORM

_____Mid-term  _____End of semester

Student Name: __________________________________________________________

Supervisor’s Name: ______________________________________________________

School Site: __________________________________________________________________________

SUPERVISOR: Complete this form twice throughout the internship experience. Once, mid-way through the internship, and again at the end of the internship experience. As you evaluate your trainee, bear in mind this individual’s developmental level. For example, is this student a beginning internship student or nearing the end of internship studies? Please share your evaluation with the intern prior to returning the form to the University faculty supervisor. Thank you.

TRAINEE: Complete this form twice throughout your internship experience at each site. Once, mid-way through the internship experience, and again at the end of your internship. Self-reflection is an integral part of the counseling profession. You should share your self-evaluation with your site supervisor prior to returning the form to your University faculty supervisor. Thank you.

Criteria: Use the following criteria to rate the intern’s performance and growth while under your supervision.

Superior: Always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of school counseling.

Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern.

Average: Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern.

No Basis: There is no basis on which to evaluate the intern for the item in question.

<table>
<thead>
<tr>
<th>Area of Competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>CLINICAL</td>
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<td>Works well with others</td>
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<td>Builds rapport with students and others</td>
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<td>Accepts supervision and constructive feedback</td>
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<tr>
<td>Area of Competence</td>
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<td>Above Average</td>
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<td>Below Average</td>
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<tr>
<td>Accepts/understands students from diverse backgrounds</td>
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<tr>
<td>Understands developmental stages of school-aged youth</td>
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<td>Individual counseling effectiveness</td>
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<td>Active listening skills</td>
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<td>Case conceptualization</td>
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<td>Appropriate use of self-disclosure</td>
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<td>Conveys empathy with students and in supervision</td>
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<td>Group facilitation effectiveness (including planning and evaluation)</td>
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<td>Core curriculum classroom lesson effectiveness (includes planning, delivery, and evaluation)</td>
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**ADMINISTRATIVE**

<table>
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<tr>
<th>Aspect</th>
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<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>Attendance/punctuality</td>
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<td>Attentiveness</td>
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<td>Working relationships with school staff</td>
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<td>Organizational/administrative skills</td>
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<td>Ability to learn</td>
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<tr>
<td>Autonomy in planning, implementing and evaluating activities</td>
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<td>Ability to collect &amp; utilize data</td>
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<tr>
<td>Self-motivation and initiative</td>
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<tr>
<td>Utilizes age-appropriate classroom management skills</td>
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**PROFESSIONAL DISPOSITIONS**

Self-Awareness, as demonstrated by:
- Integrity
- Humility
- Self-reflection/exploration
- Understanding of own place in history of site and profession
Integrity, as demonstrated by:
- Personal responsibility
- Personal integrity
- Personal maturity
- Honesty
- Courage
- Congruence

Commitment, as demonstrated by:
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal competence

Openness, as demonstrated by:
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

Respect, as demonstrated by:
- Perceives and honors diversity
- Self-care
- Wellness

**NARRATIVE:** In the space below please address the trainee’s strengths, areas of progress, primary limitations, and areas in which he/she needs to improve. Additionally, include recommendations and suggested experiences for future internships/professional development.

1. List the student’s primary strengths and areas of progress.

2. List the student’s primary limitations and areas needing improvement.

SIGNATURES: Please provide signatures below after the evaluation has been reviewed in a face-to-face meeting between the site supervisor and the intern.

Site Supervisor:
My signature indicates that I have filled out this evaluation form and reviewed the results with the student intern under my supervision in a face-to-face meeting.

Signed: ________________________________ Date: __________

Intern:
I have met with my site supervisor and reviewed this evaluation with her/him. My signature below indicates that I agree with this assessment.

Signed: ________________________________ Date: __________

OR

I have met with my site supervisor and reviewed this evaluation with her/him. I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

Signed: ________________________________ Date: __________
# STUDENT EVALUATION OF FIELD SITE AND SUPERVISOR

Student Name: ________________________________________________  Semester/Year: ____________

Name of School: ______________________________________________________________________________

Supervisor Name: ______________________________________________________________________________

Placement (circle one):  Practicum  Internship

**Instructions:** Please circle the appropriate response for each statement. For each item please use the following scale:

1 = Poor  2 = Average  3 = Strong  4 = Excellent  NA = Not Applicable

## EVALUATION OF SUPERVISOR:

**My Supervisor...**

1. explained his/her role as a supervisor  1  2  3  4  NA

2. helped me to feel at ease with the supervisory process  1  2  3  4  NA

3. gave me feedback about my role as a counselor which was accurate and usable  1  2  3  4  NA

4. helped me clarify issues which my client brought to the session  1  2  3  4  NA

5. assisted me in understanding my own feelings about the client and his/her issues  1  2  3  4  NA

6. encouraged me to develop a plan to work with specific clients  1  2  3  4  NA

7. modeled appropriate counseling techniques when necessary  1  2  3  4  NA

**My supervisor helped promote...**

8. my professional identity by encouraging membership in professional organizations and involvement in professional development activities  1  2  3  4  NA

9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors  1  2  3  4  NA

**I felt...**

10. confident of my supervisor’s skills  1  2  3  4  NA
11. my supervisor respected me and was concerned with my professional growth

12. my supervisor was committed to his/her role as a supervisor

13. my supervisor motivated and encouraged me

14. my supervisor served as an appropriate professional role model

15. my supervision sessions allowed for both personal and professional growth

16. my supervisor recognizes his/her own limitations

17. my supervisor was genuine, congruent, empathetic, and honest

My supervisor helped me...

18. to clarify my own ideas about counseling theory

19. to focus on specific counseling strategies to assist the client

20. to develop techniques to resolve conflict

Please provide additional comments:
EVALUATION OF FIELD SITE:

Please rate your experiences at your practicum or internship site in the following areas. Use the following scale:

1 Very Unsatisfactory
2 Moderately Unsatisfactory
3 Moderately Satisfactory
4 Very Satisfactory
N/A Not Applicable

__________ Amount of on-site supervision.
__________ Quality and usefulness of on-site supervision.
__________ Ability to obtain overall hours.
__________ Ability to obtain direct client contact hours.
__________ Usefulness and helpfulness of course.
__________ Relevance of experience to career goals.
__________ Exposure to and communication of school/agency goals.
__________ Exposure to and communication of school/agency procedures.
__________ Exposure to professional roles and functions within the school/agency.
__________ Exposure to information about community resources.

Rate all applicable experiences you had at your site.

__________ Report writing
__________ Intake interviewing
__________ Administration & interpretation of tests/assessments
__________ Staff presentations/case conferences
__________ Individual counseling
__________ Group counseling
__________ Family/couples counseling
__________ Psycho-educational counseling
__________ Career counseling
__________ Consultation
__________ Other: ____________________________________________

In the space below, or on the back of this form, please comment on any items that you considered moderately or very unsatisfying. Please provide solutions if possible.
SCHOOL COUNSELING PROGRAM SPECIFIC SITE EVALUATION FORM

Student Name: ________________________________________________ Semester/Year: __________

School Site: ___________________________________________________

School Site Supervisor: __________________________________________

Placement (circle one): Practicum Internship

INSTRUCTIONS: The following performance standards are aligned with the Tennessee Model for School Counseling Programs. During your practicum/internship, please rate how often you were able to observe/participate in the following activities:

Rating Scale:
1 2 3 4 N/O
Never Sometimes Often Always Not Observed

1. Plan, organize, and deliver the school counseling curriculum to:
   • Address the developmental needs of students while supporting the school mission
   • Support learning and closing the student achievement gap
   • Foster a safe and supportive school climate by demonstrating and promoting interpersonal relationships with students, staff, parents/guardians, and community partners

2. Implement individual planning interventions in collaboration with stakeholders (e.g. teachers, parents, administrators, etc.) to:
   • Develop students’ planning and decision making
   • Develop educational/career plans for students, individually and in groups
   • Promote accurate and appropriate interpretations of assessment data and relevant information

3. Provide responsive services in consultation with administrators, teachers, student support services, and through referrals to external organizations/agencies to:
   • address students’ identified needs and concerns individually and/or in small group counseling
   • involve parents/guardians, teachers, administrators, and support services staff as needed
   • use school and community agencies /organizations for providing long-term responsive and support services
4. **Monitor student progress on a regular basis to:**
   - ensure equity in access and delivery
   - modify or develop curriculum and interventions as needed
   - track students’ progress with their education/career planning

5. **Manage and use time effectively in order to:**
   - ensure adherence to a master calendar for program implementation
   - distribute and post a calendar of events and services for timely access by students, parents/guardians, administrators, and teachers

6. **Collect and analyze school counseling data to:**
   - establish goals and activities that work to close the student achievement gap
   - ensure that students are taking appropriate, yet rigorous courses
   - guide counseling program direction and emphasis
   - maximize use of counselor time
   - measure results and disseminate outcome information
   - plan for and improve program evaluation

7. **Encourage and provide system support to:**
   - ensure that the school counseling program is meeting the needs of students and the school community
   - support student achievement through collaboration with educational and community based programs
   - obtain input from school administrators and staff in developing the counseling management system
   - gain assistance and cooperation in carrying out program evaluation

8. **Communicate regularly with the school council and other school advisory committees to:**
   - learn of the needs and concerns of stakeholder groups
   - gain support for school counseling goals while learning how counselors may support others
   - inform the council and other advisory committees of program features and services
   - review the school improvement plan and provide input

9. **Conduct a yearly program audit to:**
   - determine the extent to which the school counseling program is being implemented
   - inform appropriate stakeholders of program results
   - inform counseling staff of the need for modification in the program and/or calendar
10. Act as a student advocate, leader, collaborator, and systems change agent to:
   - ensure support for all students achieving at the highest level
   - ensure equity in the delivery and access of the program
   - advance the school’s and the counseling department’s mission and goals

How did your supervisor model and encourage thoughtful and responsive school counseling practices?

Would you recommend this practicum/internship placement to other students? Why or why not?
# SCHOOL COUNSELING CORE CURRICULUM LESSON OBSERVATION FORM

Student Name: ________________________________ Date/Time of Observation: __________________

School: ______________________________________ Grade Level: __________

Title of Lesson: ________________________________

## WRITTEN LESSON PLAN

<table>
<thead>
<tr>
<th>Novice</th>
<th>Developing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
</table>

Grounded in Counseling/Education/Prevention Models

Aligned with ASCA Mindsets and Behaviors Standards, and Domain (Academic, Career, Social/Emotional)

Aligned with Common Core Standards

Student Learning Objective(s)

Quality of Instructional Materials

Quality of Instructional Activities (includes active engagement, creativity, developmental appropriateness)

Assessment/Evaluation Integrated into Lesson Plan

## LESSON DELIVERY

<table>
<thead>
<tr>
<th>Novice</th>
<th>Developing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
</table>

Effectively communicates topic, domain, and learning objective(s)

Effective verbal communication (volume, pace)

Effective nonverbal communication (eye contact, body language)
Effective delivery of lesson components (activities, materials, technology, etc.)

Encourages equitable participation and student interaction

Differentiates learning

Monitors and provides feedback

Assesses student learning (process: checking for understanding, outcome: student)

COMMENTS:

Trainee Signature: ______________________________________________________ Date: ______________

Supervisor Signature: __________________________________________________ Date: ______________
INDIVIDUAL COUNSELING SESSION OBSERVATION FORM

Student Trainee: __________________________________________________ Date: _______________

Observed by: __________________________________________________________________________

Counseling Issue: ________________________________________________________________________

Student Information: Grade Level: _________________ Gender: _________________

<table>
<thead>
<tr>
<th>Counseling Skill</th>
<th>Novice</th>
<th>Developing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured the initial session effectively (explained counseling and confidentiality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of basic counseling skills (eye contact, body posture, minimal encouragers, empathy, positive regard, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoided low-level non-counseling responses (advice-giving, reprimanding, judgment, overuse of closed questions, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully explored the problem before focusing on problem resolution</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Intentional use of techniques grounded in a theory (for example, cognitive, behavioral, strengths-based solution-focused, Adlerian)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill level in using specific counseling techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to establish rapport with the student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session closure and planning for follow-up (next session, “homework”, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer Notes: (Include counseling theoretical approach used, note specific counseling behaviors, note student response to intern’s counseling behaviors, etc.)

Supervisor Feedback and Suggestions:

Supervisor Signature: _________________________________________________ Date: __________

Trainee Signature: _____________________________________________________ Date: __________
DIRECTIONS FOR KEEPING PRACTICUM LOG
SCHOOL COUNSELING

It is important to carefully, accurately, and legibly record information on the Practicum Log. This document verifies the hours accumulated during practicum and, therefore, is valuable when the counselor trainee seeks licensure. Your instructor may have additional directives for the Practicum Log.

1. Make one “working copy” of the Log. You will enter each week’s activities/hours as you progress throughout the semester. **Begin each week on Monday and end on a Friday.** Therefore, at the midpoint of the semester your Log should show 7 weeks of activities and, at the end of the semester, your Log should show 12 to 15 weeks of activities.

2. Complete the information requested at the top: Practicum section number (e.g. -80) and semester dates—first date through last date of semester.

3. Enter the month/day of each week of the semester in the DATES column (you don’t need to enter the year).

4. Consider your total practicum experience as having 2 locations: campus and the field site. Record the number of hours you fulfill in that activity each week. **Record time in terms of hours and minutes, not decimals or fractions of hours.**

5. Near the bottom of the Log are places for you to record the totals for each category. Add together the total hours you have accumulated thus far in practicum each week and record them where indicated.

6. Make a copy of your “working copy” Log to turn in at each class meeting. Be sure to include the totals you have accumulated thus far in the semester. For example, you will turn in the Log that ends on the Friday/Saturday of the previous week (e.g., LOG ending with the week of 10/4/13-10/9/13 is due at the next Friday/Saturday of the next week’s class). This will help you and your instructor keep track of your hour accumulation over the semester.

7. **At the end of the semester** add and record final totals in all the areas indicated. In the Total Direct Client/Student Counseling Contact box record the total of individual + group + consult hours. This total will be used if you apply for licensure.

8. **At the end of the semester** review the Log with your field site supervisor and have them sign the “working copy” Log as verification of the hours you have accumulated. You sign it also, and then submit it with your other documentation at your last class meeting. Your practicum instructor will sign it before adding it to your Counseling file in the Department of Psychological Science and Counseling at Austin Peay State University.

**BE SURE TO KEEP A COPY OF YOUR LOG FOR YOUR OWN FILES!**
# Practicum Daily/Weekly Time Log

| Name: __________________ | School Site: __________________ | Week of: _____ / _____ / _____ |

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>DIRECT HOURS</th>
<th>INDIRECT HOURS</th>
<th>TOTAL HOURS</th>
<th>PROJECTS, REMARKS, DUTIES, THINGS LEARNED OR OBSERVED</th>
</tr>
</thead>
</table>

## Weekly Totals

<table>
<thead>
<tr>
<th>Site Supervisor: __________________</th>
<th>Print Name</th>
<th>Signature/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Student: __________________</td>
<td>Print Name</td>
<td>Signature/Date</td>
</tr>
<tr>
<td>Faculty Supervisor: __________________</td>
<td>Print Name</td>
<td>Signature/Date</td>
</tr>
</tbody>
</table>
The following information is necessary for us to meet reporting requirements of Tennessee law. Contracts and vendor registrations are incomplete until the Contractor or Vendor has provided this information to the university in writing. Upon completion of the student counselor's assignment, this information will be provided to APSU Accounts Payable with the stipend request. Please return completed form directly to APSU's Coordinator of School Counseling via fax to (931) 221-6267, or by mail to PO Box 4537, Clarksville, TN 37044. Please call (931) 221-7233 or (931) 221-7229 if you have questions.

Taxpayer Identification:
Counselor's
Legal Name: _____________________________________________ Phone ________
Last First Middle
Home Address:
Street Address including Apartment or Unit Number
City State Zip Code
School Name: _____________________________________________
School Address: _____________________________________________
Street Address
City State Zip Code

Account Type/IRS Reporting Classification
____ 1. Individual, US taxpayer (personal income, not an actual business)
____ 2. Foreign Individual
____ 3. Joint Venture (provide applicable SS#/name)
____ 4. Sole Proprietor--(with no other employees, SS#)

________________________________________________________
____ 5. Sole Proprietor--(with 1 or more employees, EIN#)
____ 6. Partnership
____ 7. Sub-chapter S
____ 8. Medical/Health Care Corporation
____ 9. Corporation
   (LLC, choose correct filing status above).
____ 10. Association, club, religious, charitable, educational, or other tax exempt organization
____ 11. Not-for-Profit Corporation
____ 12. Real Estate
____ 13. Broker or registered nominee (agent)

Certification:
Under penalties of perjury, I certify that the information which I have provided on this form is correct.

Signature______________________________Date__________________
DIRECTIONS FOR KEEPING THE INTERNSHIP LOG

It is important to carefully, accurately, and legibly record information on the Internship Log. This document verifies the hours accumulated during internship so it is valuable when the counselor trainee seeks certification or licensure. Logs are kept permanently on file in the Department office. Your instructor may have additional directives for the Log. The Internship Log is slightly different from the Practicum Log.

Make one “working copy” of the Internship Log. You will enter each week’s activities/hours as you progress throughout the semester. Begin each week on a Monday and end on a Friday/Saturday. Therefore, at the midpoint of the semester your Log should show 8 weeks of activities and, at the end of the semester your LOG should show 15 or 16 weeks of activities.

Complete the information requested at the top: Internship section number (e.g., semester dates); first date through last date of semester (e.g., 08/26/05 through 12/10/05); check which semester and the year for your internship; print your name and provide your Social Security Number (for LPC records); print the name of your field site; check which counseling track you are following.

Enter the month/day for each week of the semester (you don’t need to enter the year).

Consider your total internship experience as 2 locations: Campus and the Field Site. Record the number of hours you fulfill in that activity each week. Record time in terms of hours and minutes (not decimals).

<table>
<thead>
<tr>
<th>Campus</th>
<th>Field Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/Group Supervision = 1.5 hours weekly.</td>
<td>Direct Service</td>
</tr>
<tr>
<td></td>
<td>Client Counseling Contract</td>
</tr>
<tr>
<td></td>
<td>e.g., individual, family, group counseling; consultation w/teachers, other professionals, or parents</td>
</tr>
<tr>
<td></td>
<td>Other Direct</td>
</tr>
<tr>
<td></td>
<td>e.g., school counseling core curriculum classroom activities, social skills group</td>
</tr>
<tr>
<td>Individual Supervision = 1 hour weekly w/faculty supervisor</td>
<td>Indirect Service</td>
</tr>
<tr>
<td>(may be delivered as triadic supervision)</td>
<td>Site Supervision = 1 hour weekly w/field site supervisor</td>
</tr>
<tr>
<td></td>
<td>Misc.: e.g., tape preparation; classroom/student observation; core curriculum classroom lessons/group session preparation.</td>
</tr>
</tbody>
</table>

Near the bottom of the Log are places for you to record the totals for each category. Add together the total hours you have accumulated thus far in internship this each week and record them where indicated.

Make a copy of your “working copy” Log to turn in after each field experience. Be sure to include the totals you have accumulated thus far in the semester. For example, you will turn in the Log that ends on Friday/Saturday of the previous week (e.g., Log ending with the week of 11/07/13 – 11/11/13 is due at the next week’s class). This will help you and your instructor keep track of your hour accumulation over the semester.
At the end of the semester add and record final totals in all the areas indicated. In the Total Direct Client Counseling Contract box record the total of individual + group + consult columns. This total will be used if you apply for licensure.

At the end of the semester review the Log with your field site supervisor and have them sign the “working copy” Log as verifications of the hours you have accumulated. You sign it also and submit this along with other documentation at the end of the semester. Your internship instructor will sign it before adding it to your Counseling Department file.
# INTERN WEEKLY TIME LOG

**Name:** __________________

**School Site:** __________________

**Week of:** ____/____/____

## DIRECT HOURS

<table>
<thead>
<tr>
<th>Individual Counseling</th>
<th>Group Counseling</th>
<th>Core Curriculum</th>
<th>Consultation</th>
<th>Leadership Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling for personal/social/academic concerns; Academic advisement; career assessment/planning</td>
<td>Small group counseling of personal/social/academic concerns</td>
<td>Large group presentations on personal/social/academic, academic, or career counseling topics</td>
<td>Teacher, parent, administrator, and community meetings to foster student success</td>
<td>Presentations to teachers, parents, community members; Program coordination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Totals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><strong>/</strong><em>/</em></strong></td>
<td><strong><strong>/</strong><em>/</em></strong></td>
<td><strong><strong>/</strong><em>/</em></strong></td>
<td><strong><strong>/</strong><em>/</em></strong></td>
<td><strong><strong>/</strong><em>/</em></strong></td>
<td></td>
</tr>
</tbody>
</table>

## INDIRECT HOURS

<table>
<thead>
<tr>
<th>Individual Planning</th>
<th>Other</th>
<th>Individual Supervision</th>
<th>Group Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/ preparation for: class lessons, group activity; supervision; managing logs, etc.</td>
<td>Counselor/ Staff meetings; Professional development activities</td>
<td>Faculty/Site supervision</td>
<td>Group supervision by faculty supervisor</td>
</tr>
</tbody>
</table>

**Site Supervisor:** ________________________________________________  **Date:** ______________________

**Signature**