

School Counseling Student Handbook for Practicum and Internship Experiences



Counselor Education Program Department of Educational Studies University of Tennessee at Martin

Counseling education faculty members are committed to multiculturalism in counseling. Therefore, all student interns are expected to abide by the standards in the ASCA Code of Ethics and Standards of Practice concerning multiculturalism and diversity issues in working with clients in school settings.



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Introduction

Field placement experiences are an important part of the University of Tennessee at Martin's (UTM) master's program in school counseling. Each experience develops distinct competencies through didactic interaction, experiential activities, and progressive levels of responsibility. Experiential activities in didactic courses offer counseling students an opportunity to practice skills needed for practicum and internship courses. The practicum is designed to help students develop the required knowledge and counseling skills for the applied setting and must be completed the semester prior to the student's first internship. The internships provide students with experience in all aspects of professional functioning applicable to school counseling.

The internship is the culminating field experience in the UT Martin counseling program. It is intended to provide counseling interns with practical, relevant, and meaningful experience whereby the students can relate academic and theoretical learning to field application. The internship experience also provides interns with evaluative feedback on their knowledge, attitudes, and skills with specific student populations. Since interns already have received training in counseling, the students, counselors, teachers, and staff at the placement site should benefit from the services provided by the interns.

Interns are expected to assume a broad spectrum of counseling roles and functions. As much as possible, interns are asked to participate in work activities that are similar to those of the supervising counselor. Students who are currently employed as school counselors and who intend on counting work hours toward internship requirements should discuss any additional duties (e.g. hours, experiences) that may be required with the practicum or internship instructor.

The faculty of the Counseling Department encourages you to take full advantage of this great training opportunity. Enter these experiences with an open mind, ready to learn from your site supervisor and willing to challenge yourself to further develop your counseling skills. And remember that your university supervisor is always available for consultation, advice, and support.

School Counseling Standards

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards for school counseling students and counselor education programs. The following standards outline the focus of our master's program in school counseling and emphasize the knowledge, dispositions, and behaviors expected of our interns and practicum students. These standards form the basis of the midterm and final evaluations completed by the site supervisor.

SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

- history and development of school counseling
- models of school counseling programs
- models of P-12 comprehensive career development
- models of school-based collaboration and consultation
- assessments specific to P-12 education

CONTEXTUAL DIMENSIONS

- school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- school counselor roles in relation to college and career readiness
- school counselor roles in school leadership and multidisciplinary teams
- school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma\
- competencies to advocate for school counseling roles
- characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- common medications that affect learning, behavior, and mood in children and adolescents
- signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- qualities and styles of effective leadership in schools
- community resources and referral sources
- professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- legislation and government policy relevant to school counseling
- legal and ethical considerations specific to school counseling

PRACTICE

- development of school counseling program mission statements and objectives
- design and evaluation of school counseling programs

- core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- interventions to promote academic development
- use of developmentally appropriate career counseling interventions and assessments
- techniques of personal/social counseling in school settings
- strategies to facilitate school and postsecondary transitions
- skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- approaches to increase promotion and graduation rates
- interventions to promote college and career readiness
- strategies to promote equity in student achievement and college access
- techniques to foster collaboration and teamwork within schools
- strategies for implementing and coordinating peer intervention programs
- use of accountability data to inform decision making
- use of data to advocate for programs and students

Selecting a Placement Site

All students are responsible for selecting their practicum and internship sites. Selecting an appropriate site is essential for the greatest benefit. The student's advisor and/or course instructor will assist the student in any way possible; nonetheless, securing a site is the student's responsibility.

Counseling students should discuss possible sites with their advisors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship. As the student and his/her advisor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

It is wise to choose your site with some of these questions in mind:

- Can you find an onsite supervisor who meets the requirements?
- Is this person willing and able to supervise you weekly?
- Can you accrue the required number of direct contact hours?
- Is it possible to earn the total number of hours?

While you need to choose your site with these pragmatic questions in mind, you also need to consider the types of experiences available to you at a potential site. If you are a school counseling student, find out what the duties of the school counselor at that school entail:

- Will you be more of an administrator, or a counselor?
- Does the school counselor conduct individual AND group sessions with students?
- Will you be expected to conduct classroom guidance lessons?
- Does the school counseling program follow the ASCA National Model?

Sites have the option of offering or declining to offer a student intern applicant a placement. The student applicant should approach each site visit just as he/she would a job interview. He/she should take a resume and any other documentation that might be helpful to the person in charge of placing interns at the sites selected.

Prior to the start of the internship, all internship students are expected to arrange an initial interview with their site supervisor. Students are expected to participate in any required on-site orientation before beginning the internship. This orientation will enable the internship student to become acquainted with workers at the school site and will provide an orientation to site procedures.

Student Application Process

All forms can be found on the Education Graduate Program Announcement Canvas site. All program students are enrolled in and have access to this Canvas course. Consult this site often to keep up with program announcements and changes.

Practicum:

Practicum should be taken the semester prior to the first internship. All forms and due dates can be found on the Education Graduate Program Announcement Canvas course. The following is a description of the process for applying for practicum:

- Attend residency and obtain candidacy into the program.
- Provide a completed Practicum Site Application.
- Provide evidence of professional liability insurance.
- Complete the background check and submit evidence of this.
- After approval of the practicum site application, have your potential site supervisor complete the Site Supervisor Application, and submit this form on the Education Graduate Program Announcement Canvas course.
- Complete the Site Agreement form with your site supervisor and submit this on the Education Graduate Program Announcement Canvas course.

Internship:

The internships are the culminating experience and should be the last courses taken in the program. Internship courses **MUST** be taken in the last two semesters before you plan to graduate. The final internship course **MUST** be taken in the term you plan to graduate. School internships are offered only during fall and spring semesters. Any requests for summer internships in school counseling must be approved well in advance of the application deadline dates; the request must include a written request from the student and documentation from the school that the appropriate internship would be available and that there will be a licensed school counselor available to supervise the intern. The request should be submitted to the Education Graduate Program Coordinator, who will then obtain the appropriate approval and notify the student of the decision.

Consult the Education Graduate Program Announcement Canvas course for the following forms and specific due dates for each:

- **Application for Internship:**
All counseling majors who plan to enroll in an internship course during an upcoming semester must complete and submit an “Application for Internship” to the Education Graduate Office by the deadlines. Applications will be reviewed, and students will be notified after the application is approved. You will be coded in Canvas and will be able to register yourself for the appropriate internship(s). You will not be allowed to register for the internship course without an approved application.
- **Self-Placement Form**
 - **Option 1:** Some schools require that placements must be made through UTM's Education Student Services. School counseling students have two options when applying for internship. First, they may complete the internship application and list options for their placement. UTM will work with that school system to find the most

- appropriate placement. Many of the larger school systems require this direct contact with UTM in order to coordinate their internship placements. It is likely that you will be required to do this if you plan on working in a major city or large school system.
- Option 2: Complete the Internship Self-Placement Form. This allows the student to setup his or her own placement by working directly with the school itself, rather than with the school system. Many of the smaller school systems allow for this process of placing interns. Because of their smaller size, they are not faced with placing large numbers of interns in their schools. If you are working in a rural county school system, this is typically the process you would follow.
 - As you explore options for practicum and internship sites it is important to ask the principal and/or school counselor at your proposed site which method they require. In these cases, the student must complete a Self-Placement Form and submit that to ESS. This may be done through the Education Graduate Program Announcement Canvas site. Prospective interns should not contact the schools until they have been approved to do so. Education Student Services (ESS) will notify you as soon as the school has accepted your placement. Please be aware that some schools do not notify ESS until much later in the semester or right before the internship semester starts.
 - Site Agreement for Counseling Internships
This is the formal agreement between UTM and the site, which outlines the expectations and responsibilities of the university, the site, and the intern. A signed form must be submitted before the student is allowed to begin the field experience. This should be submitted as soon as possible after the approval of the placement.
 - Site Supervisor Application
Each student is responsible for finding a site that can provide an appropriate site supervisor. The proposed site supervisor must complete and submit this application as soon as possible after the approval of the placement. The student will be notified when this application has been approved. The field experience may not begin until this application has been approved.
 - Student Profile Sheet
This form should be completed by the student and given to a proposed site. The information on the form can help a site determine whether to accept the student.
 - Student Ethics and Internship Agreement
Each student is expected to adhere to the legal and ethical guidelines of his or her professional organization. This form must be signed before the experience may begin.
 - Proof of Background Check Application
The information and procedures for completing your criminal background check are located on the Education Student Services web page:
<http://www.utm.edu/departments/ess/criminal.php>
Please follow those directions to ensure you complete this process. Documentation of previous background check will be accepted for those students whose current employment requires a background check appropriate for schools, daycare employees, or other childcare workers. Ask your employer to send documentation to this office.
 - Proof of Liability Insurance
All students must have personal professional liability insurance before beginning any field placement experience. Such insurance is available at student rates from the

American Counseling Association (ACA). Application forms for liability insurance and membership in ACA are available online at www.counseling.org
Student insurance is also available from the American School Counselor Association (ASCA). Application forms for liability insurance and membership in ASCA are available online at www.schoolcounselor.org

Practicum and Internship Requirements

Practicum Requirements:

- A minimum of 100 clock hours over a minimum 10-week academic term
- At least 40 hours of direct service with actual clients/students that contributes to counseling skills
- One hour a week of supervision
- One and a half hours a week of group supervision with university supervisor
- Audio/video recordings of counseling OR live supervision of counseling
- Ongoing evaluation of student performance
- Documentation of a formal final evaluation

Internship Requirements:

- 300 clock hours onsite per internship course
- At least 120 clock hours of direct service with clients/students, including experience leading groups
- Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- One hour per week of onsite supervision
- One and a half hours per week of university supervision
- Audio/video tapes and live supervision of counseling
- Continuous evaluation of intern performance and a formal final evaluation with disposition form
- Four observation Reports (individual counseling, group counseling, teaching, college/career activity)

Direct Contact Hours:

Direct contact hours include any activity in which the intern or practicum student is meeting **face-to-face** with students.

Examples of direct contact hours:

- individual counseling,
- group counseling,
- classroom guidance lessons, and
- college and career readiness activities

If a student is sitting in on the site supervisor's individual or group sessions, this is also considered direct contact hours.

Indirect Contact Hours:

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with students.

Examples of indirect contact hours:

- supervision hours (individual and group)
- record keeping and filing of records,
- planning sessions, attending in-services, trainings, or conferences
- consultation and working with parents or teachers

When Can I Begin My Internship Placement?

You may begin your internship placement 1 full week before the start of UT Martin's courses.

Why Can't I Start My Placement Sooner?

Because you are required to attend a 90 minute group supervision session each week of your internship placement, you cannot begin accruing hours more than 1 week prior to the start of UTM's semester. Allowing you to begin 1 week early will allow you to make up any time you miss for a week long fall or spring break. This will permit you to complete all 300 or 600 hours of your internship experience within UTM's class calendar. We realize many of you want to begin your placement sooner, but we cannot allow this to happen when you are not under the supervision of a university supervisor.

Responsibilities

University Responsibilities

- **Establish communication with the internship site**

Each UTM student is responsible for finding his or her own internship placement under the guidance of his or her faculty advisor. The university will contact the site once the student's practicum or internship application has been approved. Prior to the start of the semester the university supervisor will contact the site supervisor as an introduction and to answer any questions.

- **Comply with the internship site policies and procedures**

The university attempts to comply with all site policies and procedures. The welfare of the site's students is the most important focus for the internship and practicum experiences. Following the school's policies and procedures is an important aspect of protecting those students. If these policies and procedures conflict with university or CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, the university supervisor will contact the site supervisor.

- **Communicate expectations for internship experience**

This handbook will serve as the most direct means of communicating expectations, but the university supervisor will also be in contact with the site supervisor to help answer any questions. At the beginning of the semester, the intern or practicum student will provide a schedule of course due dates for each of the required evaluations and forms to be completed or signed by the site supervisor.

- **Facilitate appropriate evaluation of intern**

Practicum and internship are considered vital field experiences in the professional development of our students. While it is important for them to become actively involved in the comprehensive school counseling program at their site, that involvement will not yield its fullest benefits without appropriate and critical feedback from the site supervisor. Our students come to their sites with varying levels of previous counseling experience. Prompt, positive, and appropriate feedback from the site supervisor is necessary in the professional development of our students. To help with that process, the university requires weekly site supervision meetings, two formal evaluations of each student, one at the university's midterm and another at the conclusion of the semester, a disposition form completion, and four observation reports (a classroom lesson report, a college/career readiness report, an individual counseling session report, and a group counseling session report). The forms for completing the midterm and final evaluations and all observation reports will be provided by the university (See the Appendix).

- **Be available for consultation regarding intern progress**

The university supervisor is available for consultation via email or telephone contact. The site supervisor is encouraged to contact the university supervisor at any time during the semester to discuss issues and concerns or to share celebrations.

Site Responsibilities:

- **Provide an appropriately credentialed site supervisor**

To be eligible to be a site supervisor, the individual must possess a minimum of a master's degree in counseling or a related field, a school counseling license, and a minimum of two years of experience as a full-time school counselor. Ideally, site supervisors will be actively involved in national professional associations and organizations such as the American School Counselor Association. In addition to national organizations, state and regional organizations such as the Tennessee School Counselor Association are recommended. Participation in these activities helps to assure that supervisors are current with professional standards of behavior and practice. A prospective site supervisor must complete the Site Supervisor Application before the internship site has been approved. (See the Appendix for the form)

- **Comply with university requirements for internship agreement**

In addition to the description of the practicum and internship requirements described in this handbook, a formal Site Agreement will be completed that outlines the relationship between the university and the school. This agreement must be signed by the school's principal/administrator prior to the beginning of the internship. (See the Appendix for the form)

- **Communicate site expectations for internship**

UTM advocates following the American School Counseling Association's (ASCA) National Model, which outlines the elements of an effective school counseling program and the duties and responsibilities of a school counselor. However, it is also recognized that each school has constructed its own unique comprehensive school counseling program based on its own student needs and school system requirements. For our students, this means that each school may have different expectations of the level of their involvement and the nature of their duties at that school. It is expected that the school will communicate those expectations to the student and university in order to assess the appropriateness of the placement and/or to develop means of matching the needs of the school with the requirements of the internship or practicum.

- **Advocate for the intern or practicum student's well being**

Our students are coming to you with the assumption that they will be treated fairly and honestly, and will not be subject to discrimination of any kind.

Student Responsibilities

- **Learn the school's policies and procedures, particularly as they define responsibilities in important areas**

It is important for both site supervisors and our students to understand the responsibilities of an intern or practicum student. All of our students are encouraged to become as active as possible in their placement, continually searching for ways to learn more and contribute more to your program. Therefore, the student that we send to you is responsible for learning, with your help, the policies and procedures of your organization. We feel this is important so that the student can seamlessly become a part of your counseling program and best serve your clients or students. Learning these policies and procedures will make the intern or practicum student much more efficient and productive in his or her work, requiring fewer interventions or corrections by you. As the site supervisor you have the discretion to emphasize any of the following topics to the

level you feel fits your particular circumstances. We recommend that this is part of the orientation you provide to the student. If you have questions about this we encourage you to contact the university supervisor.

- **Attendance**

Practicum/internship students are expected to attend all class and supervision meetings (group and individual). Be prompt and be prepared. Students should develop a schedule with their site supervisors regarding attendance and come prepared to fully participate in the experience. Site supervisors must be notified in a timely manner if you will be delayed or will miss attendance as expected. It is the responsibility of the student to arrange to make-up supervision sessions in the event one is missed. Consistent failure to report to your assigned school, miss supervision meetings, or repeated tardy arrival to any of these may result in the student receiving a failing grade for the practicum or internship.

- **Professional Demeanor**

Students should conduct themselves in a professional manner in dress and behavior at their sites. Consult with your site 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 check with your site to obtain the appropriate identification card, as you may be asked to display this in a neck lavalier or clipped to your clothing.

- **Record keeping**

Each school counseling program has its own unique procedures for record keeping. Some require extensive session notes, for example, while others require very little. Since we expect our students to provide direct service to your students or clients, it is important that they learn how to conform to your requirements for recording school counseling activities.

- **Confidentiality**

Confidentiality is an important issue in school counseling that is addressed in the ASCA, individual state, and school system standards. Protecting the rights of minors and parents is a serious concern. It becomes more complex when an intern or practicum student is involved. Our students need to learn how your school deals with this issue and how to address it with your students.

- **Consultation**

Sometimes an intern or practicum student may have to consult with someone besides the site supervisor. In a school setting this could include a teacher, parent, administrator, or social worker. It is important to make the student aware of the proper procedures for conducting effective consultation at your site.

- **Suicide assessment**

- **Substance use/abuse**

- **Child abuse and neglect**

Interns and practicum students need to know how to deal with issues of suicide assessment, substance use/abuse, and instances of child abuse and neglect. Our students have knowledge of the ASCA Ethical Standards and recognize the need to protect the well-being of your students. It is best for the intern or practicum student to learn your procedures for these situations early in their clinical experience at your site.

- **Use of assessment data**

Collecting assessment data is an important element of a comprehensive school counseling program, whether it pertains to gathering information about students, the school, or about the performance of the school counseling program itself. Interns and practicum students need to learn your organization's methods for collecting and using this data.

- **Comply with the legal and ethical standards of their profession**

Our students are knowledgeable of and agree to comply with the legal and ethical standards of their profession. Each of our students is required to submit to a background check, and obtain professional insurance before beginning practicum or internship. A course on legal and ethical issues is required for all of our students, which highlights the importance we give to this critical piece of professional training and education. In addition, legal and ethical concerns are addressed within the content of each of our other courses.

- **Conduct Individual Counseling**
- **Conduct Group Counseling**

This is a very important component of the practicum and internship experiences, which will be discussed in more detail later in the Handbook. We will ask you to complete an observation form for both individual and group counseling sessions.

- **Conduct classroom guidance lessons**
- **Conduct college/career lessons/activities**

These activities will also be discussed in more detail in a subsequent section. We will ask you to complete an observation form for classroom guidance lessons.

- **Seek supervision when needed**

Interns and practicum students are encouraged to become reflective professionals by continually assessing their own performance as a counselor and by being aware of counseling situations that require some type of supervision. We expect our students to actively seek out your supervision when the need arises and to also be in continual contact with the university supervisor.

- **Assist the site supervisor with other counseling-related duties**

There are many non-counseling duties performed by counselors and we expect our students to both observe and participate in these activities. While we don't want their time completely dominated by administrative tasks, we do expect them to help you as needed and to learn about this side of the counseling profession.

- **Keep appropriate records of all activities**

Finally, the student is expected to keep track of his or her activities at the site in order to comply with your policies and procedures and also to properly log their hours and activities for the university. It is the individual intern or practicum student's responsibility to maintain these records.

Site Supervisor Responsibilities

We recognize that each of you has his or her own expectations about what the intern or practicum student will do at the site and how the supervisory relationship will develop. Your expectations may be influenced by your own training experiences as a graduate student or early professional, as well as by the unique demands of your school. You probably remember what it was like to enter your internship placement for the first time, wondering what your experience would be like and how well you would work with your supervisor. You were probably a little nervous and a little excited at the same time. Our students will likely feel the same way and

would benefit from an orientation meeting with you so that you can communicate your expectations to them. Take the time to have this open discussion with the student as early as possible so that an effective relationship can be formed.

- **Description of the tasks the student will observe and/or perform during the experience**

The intern or practicum student needs to learn exactly what duties you perform in your school and which of those duties he or she will also be performing. The American School Counseling Association (ASCA) has developed a National Model for school counseling programs. This is the recommended model for the functioning of all school counselors. While we recognize and appreciate the elements of the model, we also understand that not every school system, individual school administrator, or school counselor has adopted this model. Our students have learned the National Model but are aware of these individual differences. When they get to your school they will need to learn the specifics of your program.

- **Develop specific the times, place and frequency of individual supervision with the student**

Site supervision meetings are essential in the success of a practicum and/or internship. Please remember you are required to meet with your student for supervision one hour each week. The more consistent you can be with the time, place, and frequency of these meetings, the better the training experience for our students. We also recognize the dynamic nature of a typical school counselor's schedule and the need for some flexibility in arranging supervision meetings. It is productive to aspire to as much consistency as possible, while reserving the need to adapt to changing circumstances.

- **Discuss the structure of supervisory meetings (one hour session each week)**

There are several ways you can structure your supervision time. Some supervisors maintain a very predictable structure in which the supervisee presents a case, followed by a discussion of the interventions used and suggestions for the next session. Other supervisors prefer to focus on emerging issues, allowing the supervisee the opportunity to bring up the most pressing concerns. Whatever your preference, it is helpful for the student to know up front your style so that they can come properly prepared to each supervisory meeting.

- **Discuss evaluation procedures and complete evaluations**

Students tend to have a lot of anxiety about how and when they will be evaluated. Discussing this up front with them may help to calm their nerves and better prepare them to be evaluated. You could mention how often you will observe their work, how you plan on offering feedback, and how you will communicate your evaluations to the university.

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

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>

Developing Goals

Collaboration between intern/practicum student and site supervisor to form individualized goals

It is important to develop goals in the internship/practicum by completing an Individualized Plan (See the Appendix for the form). This helps provide structure and focus for the student and for you as the onsite supervisor. Your ability to collaborate with the student to identify goals that are both helpful in promoting the student's professional needs, and consistent with the goals and needs of your organization is vital. Within the first week of the experience you should meet with the student in order to devise the goals for the internship/practicum. You will complete the first two sections of the Individualized Plan at this time: Goals and Activities to Meet Goals. The student will submit a copy of this form to his or her university supervisor. At the end of the semester you will meet with the student again to evaluate the progress made toward each goal. At this time the final column on the Individualized Plan will be completed and the student will submit this finished form to the university supervisor.

Each student comes to this experience with his or her own unique set of personal and professional experiences which will impact their personal needs during internship. For example, some school counseling interns enter internship after years of teaching experience. In this case, the student will possibly need less focus on providing classroom guidance lessons and more on honing their personal counseling skills. Here an individualized goal has emerged that can help set the focus for the internship/practicum.

Individualized Plan should include:

- Specific Goals (minimum of three)
- Activities to meet those goals
- Means of evaluating progress toward goals

Notice the three elements of an effective Individualized plan in the following example:

Let's say one of the goals is for the student to improve their ability to conduct a classroom guidance lesson. Activities to meet this goal could include observing the site supervisor deliver a guidance lesson, having the student deliver a lesson, and eliciting feedback from students about the intern's or practicum student's lesson. To evaluate progress you could list the observations of the site supervisor and the results of the evaluations of the students.

The intent of this Individualized Plan is to help focus the student on the most important elements of their counseling development.

Individual and Group Counseling

Because individual and group counseling are such important elements of the internship and practicum experiences, we need to discuss them separately from the other responsibilities of our students. These are the activities our students are most anxious to conduct. Each of them has made the decision to choose a career that allows them to help other people. Individual and group counseling at your site is what they have been waiting to do and feel driven to do. They want to help your students. The students we send to you will possess varying levels of previous experience as counselors. Some have had entire careers as professional mental health providers and have entered our program in order to gain new licensure. Other students have no experience counseling and are embarking on a completely new professional path.

Regardless of experience, all interns and practicum students have taken courses on both individual and group counseling and are expected to conduct their own individual and group counseling sessions at your site. We have trained them in the theory and research of the profession, and guided them through the acquisition of basic counseling skills. They are coming to you as trainees ready to take the next step in their career development.

- **Allow the student to observe your work**

We trust you, as the site supervisor, to plan how best to provide counseling experiences for the student. Typically, site supervisors first allow students to sit in on their own counseling sessions and discuss their counseling process with the student. This allows the student to become familiar with the client or student population, common issues with that setting, and the chance to observe an experienced counselor deal with these situations. Our students will probably be curious to observe your counseling style, discuss your theoretical orientation, and learn how you address different counseling issues.

- **Observe the student performing both individual and group counseling**

After this initial period of observation, discussion and modeling, the student should be given the opportunity to conduct his or her own sessions under the observation of the site supervisor. You may sit in on the session or ask the student to record the session for you to listen or watch later. This direct observation of the student's work is critical in providing them the feedback necessary to hone their clinical skills.

- **Allow the student to conduct sessions on his or her own**

Finally, the student should be allowed to conduct sessions on his or her own, without the presence of the site supervisor. It is up to you to determine when this transition occurs and we encourage you to consult with the university supervisor if you have concerns about this. Once the student begins to conduct sessions on his or her own, he or she will be required to record one full session to submit to the university supervisor for supervision. (More information to follow.)

Recording a Counseling Session

Student counselors are required to participate in individual and group supervision. To help the counseling student reflect on sessions and receive supervision “in the moment,” all counseling students will be required to record one full counseling session during their field placements. Recorded sessions will be presented for review during a supervision meeting with the faculty supervisor. The signed consent form on the following page must be completed before any recording is done and must be submitted with any recordings submitted for review. (See appendix for form.)

CACREP

UT Martin’s accreditation body (Council for Accreditation of Counseling and Related Educational Programs) requires that students enrolled in practicum and internship experiences provide examples of their work via recordings, to be confidentially reviewed and evaluated by the assigned supervisors, individually or in group supervision and supervision settings. All recordings should be erased or destroyed upon completion of the practicum or internship experience.

Procedures and Confidentiality

Students must obtain consent using the Informed Consent for Recording form and any additional site- specific paperwork that may be required. Students should express to clients when seeking permission to record that the purpose of the recording is to evaluate the student counselor to improve upon counseling skills, not to evaluate the clients or the issues discussed by the clients. The recordings will be shared in individual and/or group supervision in the field placement class. Additionally, students must take great care when storing and sharing recordings. The material contained in the recordings is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during practicum and internship experiences. Violating the confidentiality of a client is considered an ethical breach of conduct and grounds for dismissal from the course.

Submission

Student counselors should record their supervision meetings using Zoom or an audio/video recorder. Students should not record the counseling sessions with their cell phones. For information about Zoom’s HIPAA Compliance see <https://zoom.us/docs/doc/Zoom-hipaa.pdf>.

Help from Site Supervisor

As the site supervisor, it is important to help facilitate the recording process. Help your supervisee by identifying potential clients or students to participate in a recorded session. In schools, it may be helpful to send home 3 to 4 consent forms early on in the field experience. It is likely that only a small percent of consent forms will be returned, signed by child’s parent or guardian.

Classroom Guidance Lessons and College/Career Readiness Activities

Classroom guidance lessons and college/career readiness activities are an important aspect of school counseling programs. Typically the lessons are conducted at the elementary school and middle school levels, and the college/career aspect occurs at the high school as well as the lower levels. Our students enrolled in Elementary Internship are required to conduct these lessons. We don't require high school interns to complete guidance lessons, but if your school offers this, we encourage them to deliver these lessons also. Also, if your school provides school-wide or grade level assemblies or counseling classes of any type, we encourage you to allow our interns to participate. Many of our students are former or current teachers and find this to be the most comfortable school counseling activity. Some of our other students however have no formal teaching experience and will need your supervision to improve in their ability to deliver guidance lessons. Allowing them to observe you conduct these lessons before attempting to conduct their own is a great way to prepare them for leading their own lessons. We also encourage you to help them better understand your classroom management policies and procedures.

- **Allow the student to observe your work**

The intern or practicum student will benefit greatly from observing you conduct classroom guidance lessons before leading their own lessons in two specific ways: learning effective teaching strategies; and, understanding the school's culture and climate. Learning to teach effectively takes time and practice. Observing your teaching methods can help build the practicum student or intern's instructional toolbox, providing them with effective alternative strategies to be used when needed. Each school has its own unique culture and climate, which drives interactions between counselors and teachers, counselors and students, and between students. Observing classroom guidance lessons can inform the intern or practicum student about the dynamics of these interactions. Learning the culture and climate of the school can help the intern/practicum student craft the most effective approaches to working with students and teachers.

- **Observe the student conduct classroom guidance lessons**

Many school counseling programs have developed specific guidance lessons for their schools. We do not require that our students develop their own lesson plans, if the site provides them. Whether or not the student develops his or her own lesson plans, it is important for you to observe and evaluate them as they teach a guidance lesson. Constructive feedback from you is helpful in developing the student's teaching, classroom management, and interpersonal skills in the classroom.

- **Allow the student to conduct lessons on his or her own**

Once you and the intern/practicum student are comfortable in his or her ability to conduct a classroom guidance lesson, he or she should be allowed to conduct a lesson(s) on his or her own.

Dealing with Issues or Problems

For the Site Supervisor:

It is possible that an issue or problem will emerge during the field experience. It is reasonable to assume that counselors in training will make mistakes of varying degrees during their internship or practicum. You should approach working with your intern or practicum student in a similar way as you would one of your students: full of potential, but susceptible to mistakes. Here are some important issues to consider in that regard:

- Provide effective weekly supervision to reduce chances of problems arising. We want to reiterate the importance of weekly supervision. By having weekly conversations discussing the intern's duties and giving feedback, problems are less likely to occur. Communication is the key to success.
- Address the concerns first with the intern.
- Contact the university supervisor either via phone or email.

Supervision is ongoing so that problems or issues may be avoided or addressed before they become significant. Your ability to monitor the student and provide timely and effective feedback is the first step in making sure that an issue is a learning experience rather than a serious problem. It's possible, though unlikely, that a larger issue will emerge that you feel is serious in nature. The problem could be situational or procedural, so that you feel the student's knowledge or judgment needs to be addressed. Or the problem could be more interpersonal. You may question the intern's capabilities to become a counselor, or you notice a personal issue that should be addressed. In those situations, you should first consider how to discuss the issue with the intern and the urgency of the issue. You are the person best placed to handle an immediate situation. You are more able to provide specific examples of the problem or issue to the intern and can help them understand the importance of addressing the issue. You are also the person best placed to then work through that issue with them through guided training or learning. Please contact the university supervisor when these situations arise to inform and consult with them on the best course of action. The university supervisor can also work with the intern to help resolve the issue. If necessary, a Remediation Plan Form may be completed to detail how best to guide the student's efforts to correct issues.

Our students are in training and hope to learn from every experience they have, including from their mistakes. Your care and consideration in working with them in these times can insure the outcome is a productive learning experience.

For the Intern/Practicum Student:

Naturally we hope that your field experience is problem free and enriching. You may, however, encounter issues that cause you concern. This could involve difficulties addressing the needs of students or clients. Or it could involve a problem interacting with the organization or school where you are placed. It might even involve a conflict with your site supervisor. Regardless of the root of your issue, here are some important things to consider as you look to resolve the problem:

- Use your weekly supervision time with the university supervisor well. During this time, be sure to bring up any issues or problems that have occurred or that you suspect might occur. Be as honest and as open as you can, as early in the placement as you can. It is possible to head off some problems before they become unmanageable.
- Seek to form as close of a relationship with your site supervisor as possible. Feeling comfortable with your site supervisor is critical in the success of your experience. This is the person you should turn to first when you have an issue. The better your ability to communicate with this person, the more likely you can resolve any issues that might arise.
- Always keep in mind the well-being of the students/clients. If your priority is always on the well-being of the population you are serving, you are better able to avoid problems. Your decision making process should always involve a consideration of their needs first. This requires you to be familiar with the ethical codes applicable to your placement.
- Don't try to resolve an issue on your own. Both of your supervisors (site supervisor and university supervisor) are there to support you. Rely on them both when an issue arises. You may, for example, need to address an issue in between scheduled supervision times. Please feel free to contact your university supervisor in between these sessions. We want to help you! Discuss with the site supervisor early in your placement how to deal with problems or issues that arise. Develop a plan that outlines how best to contact him or her in an emergency, and what to do if he or she is not available.

Final Thoughts

We hope that this Handbook is a useful resource for you in preparing for your practicum and internship. You all have made a thoughtful decision to enter the profession of school counseling, dedicating yourselves to complete our program requirements in preparation for this chance to work with students. We know you are excited to be nearing the end of their academic program, and even more excited to begin working with students, teachers, parents, and administrators. You aspire to be successfully working in a productive comprehensive school counseling program. We hope you recognize and appreciate the impact you will have on the school and the students you will be working with. The experiences you gain will stay with you for years to come.

Appendices

School Counseling Internship Frequently Asked Questions

Deadlines for Forms

Student Profile Sheet

Practicum Application Form

Affiliation Agreement for Internship and Practicum Site

Site Supervisor Application

Student Ethics and Internship Agreement

Individualized Plan

Practicum/Intern Midterm Evaluation by Site Supervisor

Practicum/Intern Final Evaluation by Site Supervisor

Student Evaluation of Site Supervisor

Student Evaluation of Internship Site

Final Log of Hours

Observation Reports

Recording Counseling Sessions Form

Disposition Form

Remediation Form

School Counseling Internship FAQs

How do I choose an internship site?

The internship is your chance to get supervised practice in your chosen profession. It is important to consider what you want to get out of this training and find a site that fits those needs and goals. Ideally you would be able to visit several schools, meet with the principal and school counselor, and discuss the school counseling program. You need to find out how you can be involved in the activities of the school counseling program. Find out what the duties of the school counselor at that school entail. Will you be more of an administrator, or a counselor? Does the school counselor conduct individual and group sessions with students? Will you be expected to conduct classroom guidance lessons?

It is wise to also consider these questions for each potential placement: Can you accrue the required number of direct contact hours? Is it possible to earn the total number of hours? Can you find an onsite supervisor who meets the requirements? Is this person willing and able to supervise you weekly?

It is your responsibility to seek out potential internship sites.

How do I get approval for an internship?

You must complete and submit the appropriate internship application forms by the publicized due date. Some school systems require direct contact with UTM in order to approve an internship placement. Typically these are larger school systems (Memphis City Schools, for example). In this case, UTM is placing you in the internship and you must complete and submit the appropriate placement form. If you have found a school and wish to “self place”, you must complete and submit the appropriate self-placement form.

When and how will I be notified that my internship application has been approved?

There is no set notification date for internship approval. Your application is approved by the university internship supervisor soon after being submitted. For students who do not self-place, the placement is often not approved by the requested school until close to time for the semester to start. The Education Student Services office will notify you as soon as the school tells them whether your placement has been approved.

Where do I get the internship forms and how do I submit them?

The internship forms can be found on the Education Graduate Student Announcements Canvas site, under the “Counseling” section. The directions for submission of all forms are included on this site. Pay strict attention to the due dates for these forms.

What are the requirements for a potential onsite supervisor?

Your onsite supervisor needs to be a licensed school counselor with at least two years of school counseling experience. It is preferable that the onsite supervisor is an active member of school counseling professional organizations and has experience as a supervisor, though this is not mandatory. Your onsite supervisor must be willing to meet with you for an hour of supervision each week of your internship.

Will there be a Canvas course for internship?

Yes. You should go to the Canvas course immediately when you are enrolled in order to read about the specific requirements for completing your internship.

What assignments do I have to complete in internship?

Internship is your chance to immerse yourself in the job of school counselor. Your focus should be on becoming as active as possible at your site, performing the duties of a school counselor. The exact duties will be determined by you and your onsite supervisor. For the course, you must: complete your 300 hours onsite and submit a Final Log of those hours, signed by your onsite supervisor; complete a separate evaluation of your onsite supervisor, your site, and your university supervisor; ensure that your onsite supervisor submits both a midterm and final evaluation of you; attend supervision meetings with your onsite supervisor; attend weekly group supervision meetings; make a weekly Discussion Board post; and, write a paper about your experience based on an assigned book. The instructor of the course may assign additional assignments as needed.

How many hours do I have to complete during internship?

Each internship requires 300 hours at the school. A minimum of 120 hours must be in direct contact with students. Each week you must meet with your onsite supervisor for an hour of supervision, for a total of 15 hours. The remaining 165 hours can be in indirect contact with students.

What is meant by “direct contact hours”?

Direct contact hours include any activity in which you are meeting face-to-face with students. This could include, for example, individual counseling, group counseling, classroom guidance lessons, or administering standardized tests.

What is meant by “indirect contact hours”?

Indirect hours can include any task required of a school counselor that does not include meeting face-to-face with a student. This may include administrative tasks such as keeping records, filing, meetings, planning guidance lessons, or consulting with teachers.

I currently work as a school counselor. Can I use my job as my internship?

It is possible to use your job to complete your internship hours. You must, however, find someone to serve as your site supervisor. This person will sign off on your hours, complete your midterm and final evaluations, and provide at least one hour of individual supervision per week. If you are the only school counselor at your school, you can find a school counselor at a nearby school to be your site supervisor.

However, you must be mindful of the requirements for licensure for your state. Tennessee allows individuals who currently work on a transitional license as a school counselor to use that job for both placements. If you are being licensed outside of Tennessee you need to become aware of the requirements for your state.

I currently work as the only school counselor in a rural school. Who can be my onsite supervisor?

You should find a school counselor from a neighboring school who is willing to serve as your onsite supervisor. This person should be willing to be available for consultation as well as weekly supervision sessions.

I currently work as a school teacher. Can I continue to work while completing the internships?

The ideal situation would be for you to not work while completing your internship. Many students take a leave of absence from their job in order to finish their internships. However, this is not financially feasible for all students. So, you are allowed to continue working as a teacher while you complete your internship. However, you must work out these details with both your employer and your internship site. You must find a way to construct a realistic schedule that allows you to complete all of your internship hours. There is no one solution for this situation. It is up to you to negotiate with your principal for the time off to complete your internship hours.

When can I begin to accrue hours for my internship?

You must be enrolled in the internship course in order to accrue hours for internship. Your school may have a different academic calendar than UTM. If so, you may begin your internship when your placement school's semester begins, as long as all of the appropriate paperwork has been submitted and approved. This may occur before UTM's semester starts.

Can I start my internship if I haven't submitted all of my paperwork?

No.

What if I can't complete all 300 hours for an internship during a semester?

If you find yourself at the end of UTM's semester without having the required hours, you can be given an incomplete for the course. Then you may continue at the site until your hours are completed. Once you have completed all requirements for the course, the incomplete will be removed.

Can I complete my internship during the summer?

Some schools may provide summer programs that include school counseling components. If this is the case, then yes, you can complete a summer internship. There are several problems with attempting to complete your internship in one of these programs. First you would have to find a way to accumulate 300 hours, which can be very difficult during the summer. Second, you must find a summer placement that allows you to have direct contact with students while performing school counseling activities. And, finally, you must be supervised by a licensed school counselor during these activities. If you are able to find a summer program that meets these requirements you may apply for a summer internship.

Can I take another course while I am enrolled in internship?

UTM allows students to take one other 3-hour course while enrolled in internship.

Can I take COUN 785 while I am enrolled in internship?

No. The Practicum course, COUN 785, must be taken before you begin internship.

Can I complete both internships at the same time?

Under certain circumstances you may complete both internships during the same semester. You must be able to demonstrate that it is possible for you to work with both schools in order to schedule the required number of hours at each site during the semester. Contact the instructor to discuss this option before submitting an application.

Deadlines for Forms

Note: **Items in red are student deadlines.** The others are FYI.

Deadlines for Spring Internships

September 1 – Self---placement form (for school counseling), Internship Application form

September 3 – Applications will be sent by Ed Grad Office to faculty for approval of site and approve student as ready for internship.

September 7 – Approval should be received from faculty; students will be notified (This allows time for student to find another placement if necessary.)

September 15 – All school counseling applications and self---placement forms must be delivered to Education Student Services by Ed Grad Office.

October 15 – All remaining items* must be submitted to Ed Grad Office: site agreement form, site supervisor application, student ethics form, and proof of background check**

October 18 – Items will be sent to faculty for approval; students will be notified of approval status as approvals are received in Ed Grad Office.

December 15 – Proof of Liability Coverage***

Deadlines for Fall Internships

January 15 – Self---placement form (for school counseling), Internship Application form

January 18 – Applications will be sent by Ed Grad Office to faculty for approval of site and approve student as ready for internship.

January 22 – Approval should be received from faculty; students will be notified (This allows time for student to find another placement if necessary.)

January 30 – All school counseling applications and self---placement forms must be delivered to Education Student Services by Ed Grad Office

March 15 – All remaining items* must be submitted to Ed Grad Office: site agreement form, site supervisor application, student ethics form, and proof of background check**

March 18 – Items will be sent to faculty for approval; students will be notified of approval status as approvals are received in Ed Grad Office

May 1 for summer, August 1 for fall – Proof of Liability Coverage***

* Since school counseling interns cannot contact the schools until given approval by the director of field services, those who do not self-place may submit the site agreement form and site supervisor forms within two weeks after receiving notification of placement.

** Documentation of previous background check will be accepted for those students whose current employment requires a background check appropriate for schools, daycare employees, or other childcare workers. Ask your employer to send documentation to this office.

*** Note that the proof of liability insurance may be submitted later, rather than with the application. This will allow you to purchase the insurance closer to time for the internship and it will cover both semesters. If you are already teaching or otherwise have professional liability insurance, check to see if it will cover the internship; if so, you do not have to purchase additional liability insurance if you submit that proof.

Student Profile Sheet

DIRECTIONS: THE STUDENT INTERN SHOULD COMPLETE THIS FORM AND TAKE TO THE PROSPECTIVE INTERNSHIP SITE WHEN INTERVIEWING FOR A PLACEMENT.

Internship Student Name: _____

Address _____

Telephone: (Home) _____

(Office) _____

I hold the undergraduate/graduate degree(s) of

_____ from

_____, and have completed the following

courses as part of the _____ (degree)

program, with a major in _____ from

_____.

- _____ COUN 712 Learning and Instruction
- _____ COUN 716 Growth and Development Across the Life Span
- _____ COUN 720 Introduction to Counseling
- _____ COUN 722 Professional, Ethical and Legal Issues in Counseling
- _____ COUN 725 Theories and Techniques in Counseling
- _____ COUN 730 Career Counseling
- _____ COUN 740 Group Dynamics
- _____ COUN 750 Mental Health and Psychopathology
- _____ COUN 760 Individual Appraisal
- _____ COUN 775 Counseling Children and Adolescents
- _____ COUN 777 Psychopathology: Diagnosis and Treatment
- _____ COUN 781 Introduction to Marital and Family Counseling
- _____ COUN 782 Alcohol and Substance Abuse Counseling
- _____ COUN 783 Community Counseling
- _____ COUN 785 Counseling Practicum
- _____ COUN 786 Organization and Administration of School Counseling Programs
- _____ EDFN 710 Research in Education
- _____ EDFN 720 Multicultural Issues in Education and Counseling Other (please specify)

Professional and nonprofessional work experience

Practicum Application Form

Directions: Students should complete this form prior to enrolling in COUN 785 – Counseling Practicum. The faculty advisor will assist the student in selecting sites for placement.

Name _____ Date _____

Counseling Program (CMH or School): _____ Phone# _____

E-Mail _____ ID# _____

Placement Requested for: Fall _____ Spring _____
(Year) (Year)

Placement Requests	Preferred Agency Site/Address/Contact Person/Phone/email	Dates to be Completed
1 st choice		Beginning Ending
2 nd choice		Beginning Ending

I understand that the above information is provided as a result of student/advisor collaboration in reviewing the requirements and expectations of the Practicum. The information is submitted in order to identify sites and supervisors who meet criteria for eligibility. I understand that final site approval is dependent upon the availability and acceptance of the agency administrator responsible for such assignments. Alternate site requests may result when/if no placement is available at the time the request is made.

I understand that I must provide proof of professional liability insurance coverage and complete a criminal background check.

Student

Faculty Advisor

Affiliation Agreement

This Agreement is between The University of Tennessee, acting on behalf of its Martin campus, ("Institution") and _____ ("Affiliate").

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

I. Purpose - the purpose of this Agreement shall be to provide experience to students enrolled in the Counselor Education program of the Institution.

A. Consideration for this Agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.

B. The practicum/internship experience shall be provided at the Affiliate's Facility located at _____ hereinafter referred to as "Facility".

C. The specific experience to be provided students is described as follows: Practicum and/or Internship as described in Exhibit C.

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

A. Term - the term of this Agreement shall be for five years commencing _____.

Either party may terminate this Agreement upon giving thirty (30) days written notice to the other party. Such termination shall have no effect on students receiving experience during the current academic term.

B. Placement of Students – As mutually agreed between the parties, the Institution will place an appropriate number of students at the Facility each academic term.

C. Discipline - While enrolled in experience at the Facility, students (and faculty, if applicable), will be subject to applicable policies of the Institution and the Affiliate. Students shall be dismissed from participation in the Institution's program only after the appropriate disciplinary or academic policies and procedures of the Institution have been followed. However, the Affiliate may immediately remove from the Facility any student who poses an immediate threat or danger.

D. Specific Responsibilities - The following duties shall be the specific responsibility of the designated party:

1. Institution shall be responsible for the selection of students to be placed at the Facility.
2. Facility shall provide orientation to the Facility for students beginning clinical experience.
3. Facility shall be responsible for scheduling training activities for students.
4. Facility shall be responsible for supervising students at all times while present at the Facility for experience.
5. Facility and Institution shall evaluate the performance of individual students as appropriate.
6. The Affiliate shall retain complete responsibility for client care providing adequate supervision of students (and faculty, if applicable) at all times.
7. The Affiliate shall maintain a sufficient level of employees to carry out regular duties. Students will not be expected nor allowed to perform services in lieu of employees. (The last sentence does not apply to Students who are also Affiliate employees.)
8. Additional responsibilities are as listed in Exhibit D.

9. The Affiliate may provide emergency medical treatment to students (and faculty, if applicable) if needed for illness or injuries suffered during experience. Such treatment shall be at the expense of the individual treated.
10. The Affiliate shall maintain all applicable accreditation requirements and certify such compliance to the Institution or other entity as requested by the Institution. The Affiliate shall also permit authorities responsible for accreditation of the Institution's curriculum to inspect the Affiliate's clinical facilities and services as necessary.
11. The Institution shall establish a procedure for notifying the Affiliate if a student (or faculty, if applicable) is/are unable for any reason to report for training.
12. If the Affiliate requires written evidence of professional and general liability insurance coverage from individual students and Institution's faculty and staff (if applicable) participating in the experience, the minimum amount of coverage per individual shall be not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate, per program participant, with insurance carriers or self-insurance programs approved by Facility and covering the acts and omissions of program participants. The coverage shall extend through the term of the student's and faculty or staff (if applicable) participation. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the term of this Agreement and upon the termination of this Agreement, or the expiration or cancellation of the insurance, Institution shall require each individual participant to purchase tail coverage for a period of three years after the termination of this Agreement or the expiration or cancellation of the claim-made coverage (said tail coverage shall be in amounts and type equivalent to the claims-made coverage.)

E. Mutual responsibilities - the parties shall cooperate to fulfill the following mutual responsibilities:

1. Each party shall comply with all federal, state and municipal laws, advice, rules and regulations which are applicable to the performance of this Agreement.
2. Background Checks: Counseling students are required to submit a background check and release form upon application to the program. If criminal background checks (See Exhibit A) of students are required by the Affiliate, the Institution shall submit the results to the Affiliate. If criminal background checks are required for Institutional faculty or staff, it shall be the Institution's responsibility to arrange for the background check, to pay all costs associated with such checks and to provide the results to the Affiliate. It shall be the responsibility of Affiliate to set the eligibility standards for participation and to evaluate the results of the background checks. If Affiliate determines that a student or faculty /staff member shall not participate at its facility, Affiliate shall so notify that individual and the Institution. Institution shall take steps to ensure that this individual does not participate in the clinical program at the Affiliate. If an Institutional faculty/staff member is also an employee of Affiliate, Affiliate will allow the faculty/staff member to provide on-site supervision and instruction for its clinical program without the necessity of undergoing an additional background check. Recognizing that students enrolled in the Counselor Education program at Institution were required to submit a background check when enrolling in the program, Affiliate agrees to accept the results of the background check done prior to the student's initial placement if the student maintains continuous enrollment in the program and if the results of the background check are archived by the background check agency. Institution shall inform students or faculty/staff members excluded from placement on the basis of a criminal background check of any review or appeal process available pursuant to the Fair Credit Reporting Act or any other law or policy, if any.
3. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Affiliate or the Institution.

4. Any courtesy appointments to faculty or staff by either the Institution or the Affiliate shall be without entitlement of the individual to compensation or benefits from the appointing party.

5. The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, the Americans with Disabilities Act of 1990 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin. The parties also agree to take affirmative action to ensure that applicants are employed and that employees are treated during their employment without regard to their race, religion, creed, color, sex, age, disability, veteran status, or national origin. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection available to employees and applicants for employment.

6. The confidentiality of student records shall be maintained at all times.

F. Miscellaneous Terms - The following terms shall apply in the interpretation and performance of this Agreement:

1. Neither party shall be responsible for personal injury or property damage or loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible.

2. The delay or failure of performance by either party shall not constitute default under the terms of this Agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of this Agreement shall be immediate termination.

3. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

4. Entire Agreement. This Agreement and its accompanying Exhibits, made a part hereof, set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

5. Severability. If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

6. No Waiver. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

7. Governing Law. This Agreement shall be governed and construed in accordance with the laws of the State of Tennessee.

8. Assignment; Binding Effect. Institution may not assign or transfer any part of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Affiliate. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.

9. Notices. All notices hereunder by either party to the others shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Affiliate:

Copy to:

If to Institution:

Finance and Administration
224 Hall-Moody Administration Bldg.
UT Martin, Martin, TN 38238
Attention: Ms. Petra McPhearson, Interim Vice Chancellor

or to such other persons or places as either party may from time to time designate by written notice to the other.

10. The State of Tennessee is self-insured and does not carry or maintain commercial general liability insurance. Any and all claims against the State of Tennessee, including the Institution or its employees, shall be heard and determined by the Tennessee Claims Commission in the manner prescribed by law. Damages recoverable against the Institution shall be expressly limited to claims paid by the Claims Commission pursuant to T.C.A. Section 9-8-301 et seq.

In witness whereof, the parties, through their authorized representatives, have affixed their signatures below.

UNIVERSITY OF TENNESSEE

BY: BY:

TITLE: _____ TITLE: _____

DATE: _____ DATE: _____

Exhibit A

Background Check Requirements

The background check for students shall include the following:

Check all that apply

- Social Security Number Verification;
- Criminal Search (7 years or up to 5 criminal searches);
- Employment Verification to include reason for separation and eligibility for re-employment for each employment;
- Violent Sexual Offender and Predator Registry search;
- HHS/OIG List of Excluded Individuals/Entities;
- GSA List of Parties Excluded from Federal Programs;
- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN);
- Applicable State Exclusion List, if one.

The background check for staff/faculty, if licensed or certified caregivers, shall include all of the above and, in addition, shall include the following:

Check all that apply:

- Education verification (highest level);
- Professional License Verification;
- Certification & Designation Check;
- Professional Disciplinary Action Search;
- Department of Motor Vehicle Driving History, based on responsibilities;

Consumer Credit Report, based on responsibilities.

Should the background check disclose adverse information as to any student and/or member of the staff/faculty, Institution shall immediately remove such individual from participation in the Program at the Affiliate.

Exhibit B

Statement of Responsibility

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at _____ (“Affiliate”), the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by The University of Tennessee (“Institution”) at Affiliate unless such injury or loss arises solely out of Affiliate’s gross negligence or willful conduct.

_____ Signature of Student / Print Name

_____ Date

_____ Parent or Legal Guardian if Student is under 18
/Print Name

_____ Date

Exhibit C

Practicum experiences:

1. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for the purpose of evaluating the student’s performance (minimum of 40 hours direct client/student contact);
2. Provide a minimum of 1 hour per week (minimum 15 hours per semester) of supervisory contact that involves some examination of the student’s work using audio/visual tapes, observation , or live supervision as well as didactic interaction;

Internship experiences:

1. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for the purpose of evaluating the student’s performance (minimum of 120 hours direct client/student contact);
2. Provide a minimum of 1 hour per week (minimum 15 hours per semester) of supervisory contact that involves some examination of the student’s work using audio/visual tapes, observation , or live supervision as well as didactic interaction; and

Potential Practicum/Internship Activities

As appropriate and/or available, the training activities below will be provided for the student in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity:

1. Individual Counseling/Psychotherapy
Personal/Social Nature and Occupational/Educational Nature
2. Group Counseling/Psychotherapy
Coleading and Leading
3. Intaking Interviewing
Taking Social History Information
4. Testing: Administration, Analysis, Interpretation of Results
5. Report Writing, Treatment Plans, and Recordkeeping

- 6. Consultation
 - Referrals
 - Professional Team Collaboration
- 7. Psychoeducational/Classroom Guidance Activities
 - Parent Conferences
 - Outreach
- 8. Career Counseling
- 9. Individual Supervision
- 10. Group or Peer Supervision
- 11. Case Conferences or Staff Meetings

EXHIBIT D

Additional Duties

The University agrees:

1. to assign a faculty supervisor to facilitate and to coordinate the practicum experience;
2. that the faculty supervisor shall be available for consultation with both Affiliate supervisor and student and shall be immediately contacted should any problem occur;
3. to select a student who has completed all of the prerequisite courses and practicum experience;
4. to provide the Affiliate prior to or at the time of placement of the student the following information:
 - a. a profile of the student,
 - b. an academic calendar that shall include dates for periods during which the student will be graded,
 - c. course outline delineating program expectations,
 - d. a Practicum/Internship Site Supervisor Handbook, outlining the specific requirements and expectations of students, site supervisors, and university supervisors;
5. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the Affiliate;
6. to advise the student that he/she must have adequate liability and accident insurance;
7. that the faculty supervisor is responsible for the assignment of a practicum grade; and
8. to provide training opportunities in supervision theory and methods to site supervisors..

The Affiliate agrees:

1. to provide the student with an overall orientation to the Affiliate's specific services necessary for the implementation of the practicum experience;
2. to designate a practicum supervisor with appropriate credentials, time and interest for training the practicum student;
3. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for the purpose of evaluating the student's performance;
4. to provide the student with adequate work space, telephone, or office supplies necessary to conduct the activities above;
5. to provide a minimum of 1 hour per week (minimum 15 hours per semester) of supervisory contact that involves some examination of the student's work using audio/visual tapes, observation, or live supervision as well as didactic interaction; and

6. to provide written evaluation of student's performance based on criteria established by the University program.

The student shall be required:

1. to purchase and maintain liability insurance for the duration of the experience;
2. to adhere to the administrative policies, rules, standards, and practices of the Institution and Affiliate;
3. to adhere to the ethical standards of the American Counseling Association/American School Counseling Association with the understanding that any breach of these ethics or any unethical behavior on his/her part will result in the removal of the student from the Facility, a failing grade, and documentation of behavior in the student's permanent record;
4. to keep the Affiliate and the faculty supervisors informed about his/her practicum experiences at all times; and
5. to complete the appropriate number of hours.

Site Supervisor Application

Name _____ Date _____

School/ Agency Address _____

Phone _____ Email address _____

1. Formal Training (Minimum of a Master's Degree in counseling or related field required.) Universities Attended Degree Earned Dates Major:

Universities Attended	Degree Earned	Dates	Major:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Professional Experience (Minimum of two years counseling experience.)

Employer:

Position/Duties:

Dates:

Employer:	Position/Duties:	Dates:
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Certification/Licensure

a. Are you licensed/certified school counselor? Yes or No

b. Are you certified by N.B.C.C.? Yes or No

c. Are you a licensed mental health professional? Yes or No

If yes, what discipline? _____

4. Professional Membership

a. Please list the professional organizations to which you belong.

b. Please list the professional development activities/meetings in counseling you have attended in the past two years.

5. Have you served as a site supervisor for UT Martin's counseling program previously? If so, please (briefly) describe the experience, including approximate dates.

Signature _____

Date _____

Student Ethics and Internship Agreement

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the faculty supervisor and a copy to the site supervisor. Students are encouraged to keep a copy for their files.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from internship and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the internship site.
3. I understand that my responsibilities include keeping my internship supervisor(s) informed regarding my internship experiences.
4. I understand that I will not be issued a passing grade in internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Student Name (printed or typed) _____

Student ID Number _____

Signature _____

Date _____

Individualized Plan

Student Name: _____ **Signature:** _____ **Date:** _____

Placement Site: _____

Site Supervisor: _____ **Signature:** _____ **Date:** _____

Please develop a minimum of three goals that are appropriate to both the individual student's needs and the needs of the internship/practicum site. Complete the "Goals" and "Activities to Reach Goal" sections and submit them in the first week of the semester. Complete and submit the evaluation of the goal at the end of the semester. **Complete this form as a Word document on your computer. This will allow you to add as much information as you like, since the individual cells of the table will expand as you add text.**

Goal	Activities to Reach Goal	Evaluation of Goal

Practicum/Intern Midterm Evaluation

Practicum/Intern Midterm Evaluation

The University of Tennessee at Martin
Master's Program in School Counseling

STUDENT: Provide the following information:

Student Name: _____

Field Supervisor Name: _____

School(s) supervised at and grade levels: _____

Date of Evaluation: _____

ONSITE SUPERVISOR: Respond to the items below to evaluate your student intern. Use the descriptors listed to aid your evaluation.

Not Applicable: The student intern has not had a chance to perform this skill or task.

Unacceptable:

- Lacks the ability to perform this skill, task, or role
- Shows no understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the school setting

Beginning:

- Demonstrates limited ability to perform this skill, task, or role
- Shows minimal understanding of the concepts needed to perform this skill, task, or role
- Is rarely prepared to perform this skill, task, or role

Emerging:

- Demonstrates some ability to perform this skill, tasks, or role
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient:

- Demonstrates the ability to perform this skill, task, or role.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced:

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task,

or role.

- Is consistently prepared to perform this skill, task, or role in the school setting.

STUDENT MIDTERM EVALUATION

Item Number	Skill or Ability	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
1.) FOUNDATIONS OF SCHOOL COUNSELING							
1.	Demonstrates knowledge of the ASCA National Standards.						
2.	Utilizes technology when appropriate and is committed to improving skills in this area						
3.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work						
4.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities						
5.	Makes efforts to become aware of issues of diversity and culture in the school setting						
6.	Demonstrates respect for and acceptance of students, school personnel, parents, and community members from diverse backgrounds						
7.	Has necessary knowledge base to perform school counseling duties (e.g., counseling theory, child and adolescent development, classroom management).						
8.	Understands the role of the school counselor in the school community and performs duties accordingly						
9.	Maintains appropriate records and documentation in accordance with state and federal laws						
10.	Performs duties in accordance with ethical standards for the profession						
11.	Understands and maintains confidentiality of student information at appropriate times						
12.	Provides developmentally appropriate educational and career advising to students from all cultural backgrounds						
2.) CONTEXTUAL DIMENSIONS							
13.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of school counseling						
14.	Promotes, models, and maintains positive relationships within and outside of the school community						
15.	Advocates for and protects the rights of students and their families						
16.	Models ethical, just, and fair behavior in all professional activities						
17.	Has the ability to manage crisis situations when they arise						
3) KNOWLEDGE AND SKILLS							
	3a.) Program development, implementation, and evaluation						
18.	Utilizes data collection, existing empirical data, current literature, and other resources when designing and implementing programs						

19.	Evaluates the effectiveness of interventions before, during, and after implementation						
20.	Utilizes appropriate technology in program design, implementation, and evaluation						

Item Number	Skill or Ability	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
21.	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating programs						
22.	Develops, implements, and evaluates programs based on the American School Counselor Association's National Standards for School Counseling Programs						
	3b.) Counseling and Guidance						
23.	Provides effective career and guidance services within the classroom setting						
24.	Effectively addresses career and guidance issues in both individual and group settings						
25.	Assists students in recognizing, understanding, and utilizing their career interests, aptitudes, and preferences						
26.	Is able to work effectively with students who are experiencing academic difficulties						
27.	Uses developmentally appropriate counseling skills and interventions						
28.	Develops and maintains effective therapeutic relationships with students from all racial, ethnic, and cultural backgrounds						
29.	Understands and addresses issues that affect the development and functioning of students (e.g., violence, bullying, substance abuse, eating disorders, ADHD, depression, anxiety, suicide, grief, etc.)						
30.	Skillfully provides individual counseling to students from all racial, ethnic, and cultural backgrounds						
31.	Skillfully provides counseling and guidance in small group formats to students from all racial, ethnic, and cultural backgrounds						
32.	Skillfully provides guidance and psycho educational groups in the classroom and large group settings to students from all racial, ethnic, and cultural backgrounds						
	3c.) Consultation						
33.	Is open to input, feedback, and supervision from others						
34.	Recognizes the importance of including all stakeholders (e.g., teachers, parents, school staff, community resources, students) in the development and implementation of school service activities						
35.	Coordinates services, collaborates with school personnel and parents, and makes referrals to community resources when needed						
36.	Provides valuable and meaningful input when asked to consult with other school service personnel and community members						
37.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed						
38.	Utilizes strategies that promote teamwork						

Please describe the methods you have used to guide the student toward improvement on any items that were rated "Beginning" or "Unacceptable".

Additional comments and/or suggestions

Date _____ Signature of supervisor _____

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date _____ Signature of student counselor _____

Practicum/Intern Final Evaluation

Practicum/Intern Student Final Evaluation

The University of Tennessee at Martin
Master's Program in School Counseling

STUDENT: Provide the following information:

Student Name: _____

Field Supervisor Name: _____

School(s) supervised at and grade levels: _____

Date of Evaluation: _____

ONSITE SUPERVISOR: Respond to the items below to evaluate your student intern. Use the descriptors listed to aid your evaluation.

Not Applicable: The student intern has not had a chance to perform this skill or task.

Unacceptable:

- Lacks the ability to perform this skill, task, or role
- Shows no understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the school setting

Beginning:

- Demonstrates limited ability to perform this skill, task, or role
- Shows minimal understanding of the concepts needed to perform this skill, task, or role
- Is rarely prepared to perform this skill, task, or role

Emerging:

- Demonstrates some ability to perform this skill, tasks, or role
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient:

- Demonstrates the ability to perform this skill, task, or role.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced:

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task,

or role.

- Is consistently prepared to perform this skill, task, or role in the school setting.

PRACTICUM/INTERN STUDENT FINAL EVALUATION

Item Number	Skill or Ability	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
1.) FOUNDATIONS OF SCHOOL COUNSELING							
1.	Demonstrates knowledge of the ASCA National Standards.						
2.	Utilizes technology when appropriate and is committed to improving skills in this area						
3.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work						
4.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities						
5.	Makes efforts to become aware of issues of diversity and culture in the school setting						
6.	Demonstrates respect for and acceptance of students, school personnel, parents, and community members from diverse backgrounds						
7.	Has necessary knowledge base to perform school counseling duties (e.g., counseling theory, child and adolescent development, classroom management).						
8.	Understands the role of the school counselor in the school community and performs duties accordingly						
9.	Maintains appropriate records and documentation in accordance with state and federal laws						
10.	Performs duties in accordance with ethical standards for the profession						
11.	Understands and maintains confidentiality of student information at appropriate times						
12.	Provides developmentally appropriate educational and career advising to students from all cultural backgrounds						
2.) CONTEXTUAL DIMENSIONS							
13.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of school counseling						
14.	Promotes, models, and maintains positive relationships within and outside of the school community						
15.	Advocates for and protects the rights of students and their families						
16.	Models ethical, just, and fair behavior in all professional activities						
17.	Has the ability to manage crisis situations when they arise						
3) KNOWLEDGE AND SKILLS							
	3a.) Program development, implementation, and evaluation						
18.	Utilizes data collection, existing empirical data, current literature, and other resources when designing and implementing programs						

19.	Evaluates the effectiveness of interventions before, during, and after implementation						
20.	Utilizes appropriate technology in program design, implementation, and evaluation						

Item Number	Skill or Ability	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
21.	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating programs						
22.	Develops, implements, and evaluates programs based on the American School Counselor Association's National Standards for School Counseling Programs						
	3b.) Counseling and Guidance						
23.	Provides effective career and guidance services within the classroom setting						
24.	Effectively addresses career and guidance issues in both individual and group settings						
25.	Assists students in recognizing, understanding, and utilizing their career interests, aptitudes, and preferences						
26.	Is able to work effectively with students who are experiencing academic difficulties						
27.	Uses developmentally appropriate counseling skills and interventions						
28.	Develops and maintains effective therapeutic relationships with students from all racial, ethnic, and cultural backgrounds						
29.	Understands and addresses issues that affect the development and functioning of students (e.g., violence, bullying, substance abuse, eating disorders, ADHD, depression, anxiety, suicide, grief, etc.)						
30.	Skillfully provides individual counseling to students from all racial, ethnic, and cultural backgrounds						
31.	Skillfully provides counseling and guidance in small group formats to students from all racial, ethnic, and cultural backgrounds						
32.	Skillfully provides guidance and psycho educational groups in the classroom and large group settings to students from all racial, ethnic, and cultural backgrounds						
	3c.) Consultation						
33.	Is open to input, feedback, and supervision from others						
34.	Recognizes the importance of including all stakeholders (e.g., teachers, parents, school staff, community resources, students) in the development and implementation of school service activities						
35.	Coordinates services, collaborates with school personnel and parents, and makes referrals to community resources when needed						
36.	Provides valuable and meaningful input when asked to consult with other school service personnel and community members						
37.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed						
38.	Utilizes strategies that promote teamwork						

Please check the box that corresponds with your final evaluation of this student's ability to advance to internship where they will have greater professional responsibilities and autonomy:

- Fully ready to assume the responsibilities of internship
- Will need some support but mostly ready to assume responsibilities associated with internship
- Will need considerable support but will probably be able to assume responsibilities
- Really isn't ready to assume responsibilities associated with internship
- I have some real concerns about this person moving to internship

Additional comments and/or suggestions

Date _____ Signature of supervisor _____

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date _____ Signature of student counselor _____

Student Evaluation of Site Supervisor

Intern Student Evaluation of Site Supervisor

The University of Tennessee at Martin
Masters Program in School Counseling

This completed evaluation will only be shared with your site supervisor after your relationship has been terminated. If shared, it will be used as an educational tool to provide feedback for their growth as an intern supervisor. Please be constructive in your comments so as to assist these supervisors in their growth and support of future graduate interns.

Intern's Name:	
Site Supervisor's Name:	
Site of Internship:	
Intern's Signature:	

1. Did you have an office in which to work with students? Yes No
 - a. If no, did you have access to an office space in which to meet with students privately?
 Yes No
 - b. Describe office set-up:

2. Were you provided
 - a. An orientation to the school campus, office and school policies? Yes No
 - b. An introduction to school staff at a faculty meeting? Yes No
 - c. Individual introductions to school staff as you began your work with students? Yes No
 - d. Qualifying feedback:

3. What was your individual student caseload?
 0-5 students 6-10 students 11-15 students 16 and up.

4. Did you consistently receive 1-hour of supervision from your supervisor? Yes No
 - a. Did you consult with your supervisor regularly about the students on your caseload
 Yes No
 - b. Clarifying feedback:

5. How is the school implementing the National Standards for School Counseling? (check all that apply)
- a. Classroom guidance lessons Yes No c. Small support groups Yes No
 - b. One-on-one interventions Yes No d. Data Collection Yes No
 - c. Program evaluation Yes No
 - d. Describe your role if any, in the above activities (co-presenter, data collector, etc.)
6. Did you attend any of the following meetings/conferences? (check all that apply)
- IEP
 - Faculty meeting
 - Parent/student/teacher conferences
 - Pupil Services Department monthly meetings
 - District-wide Professional Development
 - State or National Association Professional Development
7. How would you rate your supervisor's skills in the following areas as it relates to mentoring and supervising?
- a. Time Management skills Poor Fair Good Excellent
 - b. Organization skills Poor Fair Good Excellent
 - c. Communication skills Poor Fair Good Excellent
 - d. Feedback skills Poor Fair Good Excellent
 - e. Comments:
8. Would you recommend this supervisor to another graduate student? Why/why not?
9. Would you recommend this site to another graduate student? Why/why not?

Student Evaluation of Internship Site

**Evaluation of Internship Site
The University of Tennessee at Martin
School Counseling Program**

Internship Site: _____

Student Intern: _____

Semester/Year: _____

Use the following questions to evaluate your internship site by placing a check in the appropriate box:

	Seldom True	Often True	Usually True	Not Applicable
The school counseling department has a professional atmosphere.				
The school counseling department is supportive of the intern's professional development.				
Other school staff and faculty are supportive of the intern.				
There is a general climate of trust and openness at this school.				
There is a broad range of students with which the student intern can work.				
The students treat the intern with respect.				
The intern feels that the school staff supports intern involvement at this school.				
The intern feels as though the administration supports the training of the intern.				
The intern feels as though there is camaraderie among the staff/faculty at the school.				
Staff members act professionally and ethically toward students.				
School counseling staff members act ethically toward each other.				
School counseling staff members act ethically toward students.				

Please add any additional comments:

Student Intern Signature

Date

Observation Log

Internship Weekly Time Log

Name: _____
 Week of: ___/___/___

School Site: _____

	Direct Hours				Indirect Hours			
	Individual Counseling	Group Counseling	Core Curriculum	Other	Individual Planning	Meetings, Professional Development, Etc.	Supervision	Consultation
			Large group presentations on personal/social, academic, or career counseling topic	Any other direct interactions with students, including presentation made to students and families	Planning/preparation for: class lessons, group activity; supervision; managing logs, etc.	Counselor/Staff meetings; Professional development activities; and More		Teacher, parent, administrator, and community meetings to foster student success
Monday __/__/__								
Tuesday __/__/__								
Wednesday __/__/__								
Thursday __/__/__								
Friday __/__/__								
Weekly Totals:								

Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Observation Reports

School Counseling Program
University of Tennessee, Martin

Counselor-In-Training _____

School and Grade Level _____

Observed Experience:

- Individual Counseling
- Small Group Counseling
- Large Group/Classroom Guidance
- College/Career Readiness Activity

Content of Session:

Observed Strengths of the Counselor-In-Training:

3 Specific Suggestions for Improvement:

Supervisor's Signature _____

Student's Signature _____

Date _____

Recording Counseling Sessions

Informed Consent for Recording

Please enter your information into the appropriate fields, check boxes, or item lists.

Student Counselor Information		
Student Name:		
Internship Site:		
Site Supervisor Information		
Site Supervisor Name:		
Email:		Phone:
University Supervisor Information		
University Supervisor Name:		
Email:		Phone:
Informed Consent for Audio/ Video Recording		
<p>As a graduate student counselor, I am required to be under the direct supervision of qualified clinical or school supervisors, at the university and at the school or mental health agency. My supervisors review services I provide clients. You have the right to know the name of my supervisors and how to contact each of them. This information is listed above.</p> <ul style="list-style-type: none"> ◆ I am not required to have this session recorded, and I will receive services regardless of whether or not I permit recording. _____ ◆ I may withdraw my permission to have the session recorded at any time during or after the recorded session. My care will not change by my decision not to be recorded. _____ ◆ I have the right to review my recording with my student counselor during a counseling session. _____ ◆ The recording will be only used for evaluation of student counselor in supervision and will remain confidential. _____ ◆ The recording will not be part of any clinical record of our work together. _____ ◆ This recording will be destroyed once it has been reviewed and discussed by the student counselor and supervisor at the end of supervision. _____ ◆ This consent expires 6 months from the date of my signature below. I may revoke this consent at any time prior to the expiration date by submitting a request to withdraw my permission to the student counselor. _____ ◆ A copy of this consent form will be submitted to the university supervisor along with the recording. _____ ◆ I understand that the student counselor will be responsible for the safe storage of the recording. _____ ◆ I may contact the student's site or university supervisor with questions or concerns. _____ <p>Your signature below confirms that you have read and understand this form and initialed by each point above.</p>		
Signatures		
Client Signature	Printed	Date
Signature of Parent/Guardian (if client is under 18)	Printed	Date
Student Counselor's Signature	Printed	Date

Site Supervisor's Signature	Printed	Date

Why does student counselor want to record our work together?

The student counselor is a student at UT Martin. As part of his/her education and internship experience, he/she is required to have recordings of their work leading counseling sessions to be assessed by the university's counseling faculty.

You are being asked to consent to the recording of sessions because the counseling intern feels that your work together is likely to show his/her skills and learning.

How will the recording be used?

The recording will be reviewed by UT Martin counseling faculty. The faculty members will use the recording to make a judgement on the counseling skills of the student counselor and to help the counselor improve his/her counseling skills.

The university faculty will not be assessing you as the client, or making any judgement about the things you discuss. The focus will only be on how the student counselor performs during the recording.

What if you don't want a session to be recorded?

You do not have to agree to a session being recorded, and your treatment will not be affected if you choose not to give your consent. You can choose to allow one session to be recorded and not allow others. You can also change your mind and withdraw consent for the recording of counseling sessions until the student counsellor completes his/her current placement. The student counselor can you let you know when this date is.

What will happen to the recording once it is made? How will the recording be protected?

The student counselor will keep the recording safe and secure while at the placement, and it will only be used for review and evaluative purposes during supervision.

Upon review and evaluation of the recording and completion of supervision, the counseling student will delete the recoding.

Counseling Student Disposition Rating Form

Student: _____ Major: _____

Date: _____

Is a conference needed? Yes No If yes, who should be involved: _____

Instructions: For each competency, circle the number that describes the counseling candidate's level of performance. Please refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level of performance. The following descriptions apply:

1 – Below Expectations 3 – Meets Expectations 5 – Exceeds Expectations N/A – Not Applicable

DISPOSITION	RATING					
Exhibits sound ethical decision-making processes and professional behaviors	1	2	3	4	5	NA
Interacts appropriately and positively with others	1	2	3	4	5	NA
Treats others with courtesy, respect and open-mindedness	1	2	3	4	5	NA
Displays the ability to work with diverse individuals	1	2	3	4	5	NA
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	1	2	3	4	5	NA
Accepts and uses constructive criticism (feedback)	1	2	3	4	5	NA
Demonstrates enthusiasm, confidence, and initiative	1	2	3	4	5	NA
Demonstrates appropriate self-monitoring and control of emotions and behavior	1	2	3	4	5	NA
Demonstrates acceptable professional appearance	1	2	3	4	5	NA
Maintains confidentiality of records, correspondence and conversations	1	2	3	4	5	NA
Prepares thoroughly and consistently	1	2	3	4	5	NA
Meets deadlines	1	2	3	4	5	NA
Exhibits a strict code of honesty related to tests and assignments	1	2	3	4	5	NA
Comments (Required for any dispositions rated lower than "3"):						

Faculty Member(s) Signature(s)

Date

Rubric for the Evaluation of Dispositions for Counselor Candidates

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound ethical decision-making processes and professional behaviors.	Displays poor ethical decision-making processes and professional behaviors.	Displays sound ethical decision-making processes and professional behaviors.	Models exceptional ethical decision-making processes and professional behaviors.
Interacts appropriately and positively with others.	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness.	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals.	Communicates an inability or unwillingness to work with clients.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems.	Enlists participation of appropriate other individuals to seek solutions; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of appropriate others to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the appropriate party who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.

Accepts and uses constructive criticism (feedback).	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative.	Lacks enthusiasm and confidence and does not take initiative.	Exhibits enthusiasm and confidence and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates appropriate self-monitoring and control of emotions and behavior.	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance.	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.
Maintains confidentiality of records, correspondence and conversations.	Does not maintain confidentiality of records; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently.	Seldom displays thorough preparation	Consistently displays thorough preparation	Always displays thorough preparation and goes beyond required criteria.
Meets deadlines.	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code	Has knowingly	Consistently	Always demonstrates

of honesty related to tests and assignments.	plagiarized, cheated on a test, copied another's work or allowed someone to copy.	demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	behaviors that exemplify honesty and integrity. Documents thoroughly.
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Remediation Plan

Practicum Student/Intern Remediation Plan
The University of Tennessee at Martin
Counseling Program

Student: _____ Student ID: _____

Site: _____

Semester/Year: _____ Course: _____

University Supervisor: _____ Site Supervisor: _____

Description of the Concern (please attach additional comments as needed):

Remediation Steps	Required Completion Date(s)
NOTE Failure to complete steps successfully may result in removal of student from the program	

 Student Signature Date

 University Supervisor Date

 Site Supervisor Signature Date

 Department Chair Date