

Student Handbook For Practicum and Internship

Master of Science in Education With a Major in School Counseling

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

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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Table of Contents

Introduction	4
CACREP Standards	5
Choosing an Internship or Practicum Site	7
Practicum Requirements	8
Internship Requirements	9
Direct and Indirect Contact Hours	9
Student Application Process for Practicum and Internship	9
University Responsibilities	12
Practicum/Internship Site Responsibilities.	13
Intern or Practicum Student Responsibilities	14
Site Supervisor Responsibilities	16
Developing Goals for Internship or Practicum	17
Individual and Group Counseling	18
Classroom Guidance Lessons	19
Dealing with Issues or Problems	20
Final Thoughts	21
Appendices	22
Frequently Asked Questions	23
Deadlines for Application Forms	27
Student Profile Sheet	29
Site Agreement Practicum	30

Site Agreement Internships	.	.	.	.	.	33
Site Supervisor Application	.	.	.	.	.	35
Student Ethics Agreement	.	.	.	.	.	36
Individualized Plan	.	.	.	.	.	37
Practicum/Intern Midterm Evaluation	.	.	.	.	.	38
Practicum Student Final Evaluation Form	.	.	.	.	.	42
Intern Student Final Evaluation Form	.	.	.	.	.	46
Final Log	.	.	.	.	.	50

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. During this field experience the student is expected to become involved in direct student services such as individual counseling, group counseling, classroom guidance lessons and academic advising sessions. The purpose of the practicum is to provide the student with the specific counseling skills necessary to advance to the more involved duties of the internship.

The internship is the culminating field experience in the UTM counseling program. The internships provide students with experience in all aspects of professional functioning applicable to school counseling. This includes both administrative tasks and counseling tasks. The intern become more integrated into the comprehensive school counseling program by working with students, teachers, parents, and administrators. 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.

CACREP Standards for School Counseling Students:

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 masters 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.

A. FOUNDATIONS in SCHOOL COUNSELING
1. history, philosophy, current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the schools;
3. role, function, and professional identity of the school counselor in relations to other personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K—12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of multiple diversities and equity issues in school counseling;
8. knowledge/understanding of community, environment, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices;
10. ethical and legal considerations related specifically to the practice of school counseling (ACA Code of Ethics, ASCA Ethical Standards)
B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team building efforts with teachers, parents, support personnel, and community resources to promote program objectives/student success/achievement

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills pK-12 to maximize student success/achievement;
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs;
7. knowledge of prevention and crisis intervention strategies.
C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS
1. Program Development, Implementation, and Evaluation
a. use, management, analysis, and presentation of data from school-based information;
b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs;
c. implementation and evaluation of specific strategies that meet program goals and objectives;
d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students;
e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
f. strategies for seeking and securing alternative funding for program expansion;
g. use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.
2. Counseling and Guidance
a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
b. individual, group, and classroom guidance approaches systematically designed to assist students with academic, career, and personal/social;
c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation;

d. issues that may affect the development and functioning of students;
e. developmental approaches to assist all students and parents at points of educational transition;
f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal social success;
g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system;
h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside with substance abusers.
3. Consultation
a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
b. theories, models, and processes of consultation and change with teachers, administrators, and other school personnel, parents, community groups, agencies, and students as appropriate;
c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on the behalf of their children;
d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and developmental needs.

Choosing an Internship or Practicum 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? Consider the types of services, individual and group, that may be available for you at the site. Find out if there is a theoretical orientation preference (solution-focused, CBT, Gestalt, etc.) at the site. Does that orientation interest you? Would it be helpful to gain experience with that orientation?

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.

School counseling internships require that you gain experience with students at different grade levels. The Elementary Internship focuses on grades k-7. The Secondary Internship covers grades 8-12. In special circumstances a student will be allowed to complete all 600 hours in only one setting. The student must request this exception from the university supervisor prior to the semester.

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

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
- ♦ Initial Individualized Plan
- ♦ Final evaluation of Individualized Plan
- ♦ Midterm evaluation by site supervisor
- ♦ Final Log of hours
- ♦ Final Paper summarizing experience
- ♦ Final evaluation by site supervisor

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 or live supervision of counseling
- ♦ Initial Individualized Plan
- ♦ Final evaluation of Individualized Plan
- ♦ Midterm evaluation by site supervisor
- ♦ Final Log of hours
- ♦ Final Paper summarizing experience
- ♦ Final evaluation by site supervisor

Direct and Indirect Contact Hours:

- ♦ **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, administering standardized tests. 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, record keeping, filing of records, planning sessions, or consultation, attending in-services, attending conferences, working with parents or teachers.
- ♦ Please note that these are just examples of each type of contact with clients. We recognize that each site may have its own unique activities that don't fall neatly into one or the other category. Please use your best judgment in consultation with your supervisor in making this distinction. Remember that the emphasis is for direct contact hours to include the actual face-to-face meeting with the student and the provision of some school counseling service. If there is a question about how to categorize an activity, please contact your university supervisor.

Student Application Process for Practicum and Internship:

All forms can be found on the Education Graduate Program Announcement Blackboard site. All program students are enrolled in and have access to this Blackboard 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* Blackboard course. The following is a description of the process for applying for practicum:

- ◆ Attend Residency and obtain Candidacy into the program.
- ◆ At Residency, provide a completed *Student Profile Sheet* (See Appendix G) and *Practicum Site Application*.
- ◆ Provide evidence of professional liability insurance.
- ◆ Complete the background check and submit evidence of this on the *Education Graduate Program Announcement* Blackboard site.
- ◆ After approval of the practicum application, have your potential site supervisor complete the *Site Supervisor Application*, and submit this form on the *Education Graduate Program Announcement* Blackboard course.
- ◆ Complete the *Site Agreement* form with your site supervisor and submit this on the *Education Graduate Program Announcement* Blackboard 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* Blackboard course for the following forms and specific due dates for each:

1) 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 Banner 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.

2) **Self-Placement Form**

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. The second option is to 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 Blackboard 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.

3) **Site Agreement for School 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.

4) **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.

5) **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.

6) **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.

7) 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.

8) 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.

University Responsibilities:

- ♦ **Establish communication with the site**
Each UTM student is responsible for finding his or her own practicum and internship placements 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 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 practicum or 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 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, and two formal evaluations of each student, one at the university's midterm and another at the conclusion of the semester. The forms for completing the midterm and final evaluations 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, concerns, or share celebrations.

Practicum/Internship Site Responsibilities:

- ♦ **Provide an appropriately credentialed site supervisor**

To be eligible to be a site supervisor, the individual must possess a minimum of a masters degree in counseling or a related field, an appropriate license and a minimum of two years of experience as a full-time counselor. Ideally, site supervisors will be actively involved in national professional associations and organizations such as the American School Counselor Association or the American Counseling Association. In addition to national organizations, state and regional organizations such as the Tennessee School Counselor Association or Tennessee Counseling 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 practicum/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.

Intern or Practicum Student Responsibilities:

- ♦ **Learn the organization'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 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 the counseling program and best serve its 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. The site supervisor has the discretion to emphasize any of the following topics to the level he or she feels fits the site's particular circumstances. We recommend that this is part of the orientation provided to the student.

- ♦ **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 students or clients, it is important that they learn how to conform to the site's 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 the school deals with this issue and how to address it with 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 the 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 students. It is best for the intern or practicum student to learn the procedures for these situations early in their clinical experience.

- ♦ **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.

♦ **Other Intern or Practicum Student Responsibilities:**

In addition to the previously discussed organizational policies and procedures, we have several other expectations for our students that will help to guide their work at your site.

- ♦ **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 and 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.

- ♦ **Conduct classroom guidance lessons**

These activities will also be discussed in more detail in a subsequent section.

- ♦ **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 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 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.
- ♦ **Complete assignments on the course Blackboard site**
Each internship and practicum course will have its own Blackboard site. Students must attend the appropriate Blackboard site and complete the assignments listed there. The instructor for the course determines the specific assignments. Typical assignments may include weekly Discussion Board posts and a final paper describing the internship experience. The Practicum course will also require group papers, role plays, and evaluations of fellow student role plays, and other assignments determined by the instructor.

Site Supervisor Responsibilities:

We recognize that each site supervisor 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. His/her expectations may be influenced by his/her own training experiences as a graduate student or early professional, as well as by the unique demands of the site. He/she probably remembers what it was like to enter an internship placement for the first time, wondering what the experience would be like and how well he/she would work with the site supervisor. He/she was 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 the site supervisor so expectations can be communicated to them. Taking the time to have this open discussion with the student as early as possible is important 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 the site supervisor performs, 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 the school they will need to learn the specifics of that school counseling program.
- ♦ **Make specific the times, place and frequency of individual supervision**
Site supervision meetings are essential in the success of a practicum and/or internship. The more consistent the site supervisor 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 a site supervisor can structure supervision time. Some supervisors maintain a very predictable structure in which the supervisee presents a case or recording of a session, 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 the preference, it is helpful for the student to know up front the preferred style so that they can come properly prepared to each supervisory meeting.

- ♦ **Discuss evaluation procedures**

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. The site supervisor could mention how often he/she will observe their work, how he/she plans on offering feedback, and how he/she will communicate evaluations to the university.

Developing Goals for Internship or Practicum:

- ♦ **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 people. The students we send to each site 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 the site as trainees ready to take the next step in their career development.

- ♦ **Allow the student to observe your work**
We trust 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 the site supervisor's counseling style, discuss his/her theoretical orientation, and learn how she/he addresses 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. The site supervisor may sit in on the session or ask the student to record the session 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 the site supervisor to determine when this transition occurs and we encourage the site supervisor to consult with the university supervisor if there are concerns about this.

Classroom Guidance Lessons:

Classroom guidance lessons are an important aspect of school counseling programs. Typically these lessons are conducted at the elementary school and middle school 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 the school offers this, we encourage them to deliver these lessons also. 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 the site supervisor conduct these lessons before attempting to do so on their own is a great way to prepare them for leading their own lessons.

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

The intern or practicum student will benefit greatly from observing the site supervisor 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 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 the site supervisor to observe and evaluate them as they teach a guidance lesson. Constructive feedback is helpful in developing the student's teaching, classroom management, and interpersonal skills in the classroom.

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

Once the site supervisor 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 on his or her own. The content of the lesson should address an identified need of the school and/or students. The intern or practicum student may use lessons already developed by the site, or construct his or her own original lessons. The focus should be on meeting the needs of the students at the school and on providing the intern or practicum student with experience in delivering guidance lessons.

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**
- ♦ **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.

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's 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:

The field placements in practicum and internship are vital aspects of our students' professional development. Through these experiences the theory and techniques learned in our courses are applied in the real world, bridging the gap between theory and practice. Collaboration between the university, the site, and the student is essential to the success of both practicum and internship placements. We hope that this Handbook is a useful resource to both encourage that collaboration, and to prepare you for practicum or internship. If you have other questions or concerns, please contact your faculty advisor.

Appendices

School Counseling Internship Frequently Asked Questions

Deadlines for Application Forms

Student Profile Sheet

Site Agreement for Practicum

Site Agreement for Internship

Site Supervisor Application

Student Ethics and Internship Agreement

Individualized Plan

Midterm Evaluation/Final Evaluation

Final Log of Hours

School Counseling Internship Frequently Asked Questions

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 Blackboard site, under the “Counseling” section. The directions for submission of all forms is 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 Blackboard course for internship?

Yes. You should go to the Blackboard 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; 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

Application for Internship

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 7-8 – 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, 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 Summer (Clinical Mental Health only) or 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 22-23 – 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, 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.

All internship applications will be submitted through an online application process. Forms that require a signature or that are filled out by hand can be scanned and submitted by fax (731-881-7975) or to my email address (kcrawford@utm.edu). Go to the Education Graduate Program Announcements course in Blackboard. Select the Counseling button on the left. Scroll down until you see “Internship Info” and click on that heading. All forms will be there as well as the assignment links to submit all materials.

If you have any questions about this process, please contact the Coordinator, Education Graduate Program Management office at 731.881.7128.

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

SITE AGREEMENT FOR COUNSELING PRACTICUM

This agreement is made this _____ day of _____, by and among _____ (hereafter referred to as the SITE), the University of Tennessee at Martin (hereafter referred to as the UNIVERSITY), and _____ (hereafter referred to as the PRACTICUM STUDENT). This agreement will be effective for a period from _____ to _____.

The UNIVERSITY program agrees

1. to assign a faculty supervisor to facilitate communication between the UNIVERSITY and the SITE and to coordinate the practicum experience;
2. that the faculty supervisor shall be available for consultation with both SITE supervisor and PRACTICUM STUDENT and shall be immediately contacted should any problem or change in relation to the PRACTICUM STUDENT, SITE, or UNIVERSITY occur;
3. to select an PRACTICUM STUDENT who has completed all of the prerequisite courses and practicum experience;
4. to complete a background check on the PRACTICUM STUDENT prior to placement in an practicum;(effective 2010)
5. to provide the SITE prior to or at the time of placement of the PRACTICUM STUDENT the following information:
 - a. a profile of the PRACTICUM STUDENT named above,
 - b. an academic calendar that shall include dates for periods during which the PRACTICUM STUDENT will be graded,
 - c. course outline delineating program expectations;
6. to notify the PRACTICUM STUDENT that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE;
7. to advise the PRACTICUM STUDENT that he/she MUST have adequate liability and accident insurance; and,
8. that the UNIVERSITY supervisor is responsible for the assignment of a practicum grade.

The SITE agrees

1. to provide the PRACTICUM STUDENT with an overall orientation to the SITE's specific services necessary for the implementation of the practicum experience;
2. to designate an practicum supervisor with appropriate credentials, time and interest for training the practicum student;
3. to provide opportunities for the PRACTICUM STUDENT to engage in a variety of counseling activities under supervision and for the purpose of evaluating the PRACTICUM STUDENT'S performance (minimum of 40 hours direct client/student contact);

4. to provide the PRACTICUM 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 PRACTICUM STUDENT'S work using audio/visual tapes, observation, or live supervision as well as didactic interaction; and
6. to provide written evaluation of PRACTICUM STUDENT performance based on criteria established by the UNIVERSITY program.

The PRACTICUM STUDENT agrees

1. to purchase and maintain liability insurance for the duration of the practicum;
2. to adhere to the administrative policies, rules, standards, and practices of the SITE;
3. to adhere to the ethical standards of the American 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 PRACTICUM STUDENT from the practicum site, a failing grade, and documentation of behavior in the PRACTICUM STUDENT'S permanent record;
4. to keep the SITE and UNIVERSITY supervisors informed about his/her practicum experiences at all times; and
5. to complete a total of 100 hours per practicum course to include a minimum of 15 hours of supervision from the SITE supervisor and 40 hours of direct client/student contact.

Within the specified time frame, _____ (SITE supervisor) will be the primary practicum site supervisor. As appropriate and/or available, the training activities below will be provided for the PRACTICUM STUDENT in sufficient amounts to allow an adequate evaluation of the PRACTICUM STUDENT'S level of competence in each activity.

 _____ (UNIVERSITY supervisor) will be the faculty liaison with whom the PRACTICUM STUDENT and SITE supervisor will communicate regarding progress, problems, and performance evaluations.

Potential Practicum Activities

- | | |
|--|--|
| 1. Individual counseling/psychotherapy
Consultation Personal/social nature
Occupational/educational nature | 6.
Referrals
Professional team collaboration |
| 2. Group counseling/psychotherapy
activities Coleading
Leading | 7. Psychoeducational /Classroom guidance
Parent conferences
Outreach |
| 3. Intake interviewing
counseling Taking social history information | 8. Career |
| 4. Testing
Administration
supervision Analysis | 9. Individual supervision
10. Group or peer |

- | | |
|--|---|
| Interpretation of results

5. Report writing
Recordkeeping
Treatment plans | 11. Case conferences or staff meetings

12. Other (please list) _____ |
|--|---|

Equal Opportunity

It is mutually agreed that no party shall discriminate on the basis of age, sex, race, color, nationality, ethnic origin, sexual orientation, religion or creed.

Termination

It is understood and agreed upon by the UNIVERSITY and the SITE that the SITE has the right to terminate the practicum experience of the PRACTICUM STUDENT whose health status is detrimental to the services provided the students or clients of the SITE. Further, it has the right to terminate the use of the SITE by the PRACTICUM STUDENT if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SITE and/or to student or client care. Such action will not be taken until the grievance against any PRACTICUM STUDENT has been discussed with the PRACTICUM STUDENT and with UNIVERSITY representatives.

Practicum supervisor at the SITE

Date

Practicum supervisor at the UNIVERSITY

Date

PRACTICUM STUDENT

Date

SITE AGREEMENT FOR SCHOOL COUNSELING INTERNSHIPS

This agreement is made this _____ day of _____, by and among _____ (hereafter referred to as the SITE), the University of Tennessee at Martin (hereafter referred to as the UNIVERSITY), and _____ (hereafter referred to as the INTERN). This agreement will be effective for a period from _____ to _____.

The UNIVERSITY program agrees

1. to assign a faculty supervisor to facilitate communication between the UNIVERSITY and the SITE and to coordinate the internship experience;
2. that the faculty supervisor shall be available for consultation with both SITE supervisor and INTERN and shall be immediately contacted should any problem or change in relation to the INTERN, SITE, or UNIVERSITY occur;
3. to select an INTERN who has completed all of the prerequisite courses and practicum experience;
4. to complete a background check on the INTERN prior to placement in an internship;(effective 2010)
5. to provide the SITE prior to or at the time of placement of the INTERN the following information:
 - a. a profile of the INTERN named above,
 - b. an academic calendar that shall include dates for periods during which the INTERN will be graded,
 - c. course outline delineating program expectations;
6. to notify the INTERN that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE;
7. to advise the INTERN that he/she MUST have adequate liability and accident insurance; and,
8. that the UNIVERSITY supervisor is responsible for the assignment of an internship grade.

The SITE agrees

1. to provide the INTERN with an overall orientation to the SITE's specific services necessary for the implementation of the internship experience;
2. to designate an internship supervisor with appropriate credentials, time and interest for training the internship student;
3. to provide opportunities for the INTERN to engage in a variety of counseling activities under supervision and for the purpose of evaluating the INTERN'S performance (minimum of 120 hours direct client/student contact);
4. to provide the INTERN 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 INTERN'S work using audio/visual tapes, observation , or live supervision as well as didactic interaction; and
6. to provide written evaluation of INTERN performance based on criteria established by the UNIVERSITY program.

The INTERN agrees

1. to purchase and maintain liability insurance for the duration of the internship;
2. to adhere to the administrative policies, rules, standards, and practices of the SITE;
3. to adhere to the ethical standards of the American 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 INTERN from the internship site, a failing grade, and documentation of behavior in the INTERN'S permanent record;

4. to keep the SITE and UNIVERSITY supervisors informed about his/her internship experiences at all times; and
5. to complete a total of 300 hours per internship course to include a minimum of 15 hours of supervision from the SITE supervisor and 120 hours of direct client/student contact.

Within the specified time frame, _____ (SITE supervisor) will be the primary internship site supervisor. As appropriate and/or available, the training activities below will be provided for the INTERN in sufficient amounts to allow an adequate evaluation of the INTERN'S level of competence in each activity. _____ (UNIVERSITY supervisor) will be the faculty liaison with whom the INTERN and SITE supervisor will communicate regarding progress, problems, and performance evaluations.

Internship Activities

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Individual counseling/psychotherapy
Personal/social nature
Occupational/educational nature 2. Group counseling
Coleading/leading 3. Conducting Classroom Guidance
Lessons 4. Testing
Administration
Analysis
Interpretation of results 5. Report writing
Recordkeeping | <ol style="list-style-type: none"> 6. Consultation
Referrals
Professional team collaboration 7. Parent conferences
Outreach 8. Career counseling 9. Individual supervision 10. Group or peer supervision 11. Case conferences or staff meetings 12. Other (please list) _____ |
|---|--|

Equal Opportunity

It is mutually agreed that no party shall discriminate on the basis of age, sex, race, color, nationality, ethnic origin, sexual orientation, religion or creed.

Termination

It is understood and agreed upon by the UNIVERSITY and the SITE that the SITE has the right to terminate the internship experience of the INTERN whose health status is detrimental to the services provided the students or clients of the SITE. Further, it has the right to terminate the use of the SITE by the INTERN if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SITE and/or to student or client care. Such action will not be taken until the grievance against any INTERN has been discussed with the INTERN and with UNIVERSITY representatives.

Principal/Administrator at the SITE

Date

Internship supervisor at the UNIVERSITY

Date

Intern

Date

SITE SUPERVISOR APPLICATION

Name _____ Date _____

School/ Agency Address _____

Phone _____ Email address _____

1. Formal Training (Minimum of a Masters Degree in counseling or related field required.)

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

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

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 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 School 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 practicum or internship site.
3. I understand that my responsibilities include keeping my practicum or internship site supervisor and university supervisor 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 _____

**Practicum Student/Intern
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 Student/Intern Midterm Evaluation

The University of Tennessee at Martin
Masters 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 Student Final Evaluation
The University of Tennessee at Martin
Masters 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 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 _____

Intern Student Final Evaluation
The University of Tennessee at Martin
Masters 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.

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 enter the counseling profession.

Satisfactory: I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.

Unsatisfactory: I have some real concerns about this person entering the counseling profession.

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 _____

SCHOOL COUNSELING FINAL INTERNSHIP LOG

Name _____ School _____

Semester/Year _____

Month	Direct Contact						Indirect Contact					Total
	I	G	CG	C	A	O	P	SS	A	O	SU	
Total												

Direct Contact Hours	
Indirect Contact Hours	
Total Hours	

Student Signature

Supervisor Signature

Date

Date

DIRECTIONS FOR FINAL INTERNSHIP LOG

1. Please document hours in the form provided. Document time spent in internship activities in fractions of an hour, using decimals (e.g., .75 or 1.25 hours).
2. Total each column and row.
3. You must have a minimum of 300 total hours. 120 of those hours must be in direct student contact.
4. The documentation of your supervision hours on the table provided is very important.
5. This is the final documentation of your internship experience. You must insure its accuracy. The onsite supervisor's signature serves as verification of the accuracy of the log.

The following is a guide to abbreviations on the log:

Direct Student Contact Activities

- I = Individual
- G = Group Counseling
- CG = Classroom Guidance
- C = Consultation/Collaboration
- A = Assessment
- O = Other

Indirect Contact Activities

- P = Planning
- SS = Student Support
- A = Advocacy
- O = Other
- SU = Supervision