

# **School Counseling Student Handbook for Practicum and Internship Experiences**



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

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

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## Introduction

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

The practicum experience is your intern's first experience in the schools with a professional school counselor. While we do expect that our interns come to you with a wealth of counseling related knowledge, many have never experienced counseling students, teaching lessons, or working in a school setting. With this being their first experience, it is intended to provide students with meaningful observation and experience. Our goal is for practicum students to begin to relate their academic and theoretical knowledge to fieldwork application. Practicum students will need guidance and feedback as they navigate their first experience as student counselors.

The internships are the culminating field experiences in the UT Martin counseling program. They are 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 experiences also provide interns with evaluative feedback on their knowledge, attitudes, and skills with specific student populations. Since interns have already 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 encourage site supervisors to set goals with their interns and to teach skills while providing meaningful and critical feedback. We hope for successful and frequent collaboration and supervision between site supervisor and intern. The Counseling Department also encourages students to take full advantage of this great training opportunity. Enter these experiences with an open mind, ready to learn from your site supervisor and willing to challenge yourself to further develop your counseling skills. And remember that your university supervisor is always available for consultation, advice, and support.

## School Counseling Standards

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

### ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

### PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### INTERNSHIP

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1)

the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

## SUPERVISOR QUALIFICATIONS

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

## SCHOOL COUNSELING

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

### 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

## 2. CONTEXTUAL DIMENSIONS

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

## 3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools

- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

## Selecting a Placement Site

Students have the option to have our Education Preparation Department (EPP) place them within a school or district, or students can self-place. If students choose to allow the EPP to secure placement, they will still need to select a county or school district they hope to be placed within.

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

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

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

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

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

Sites have the option of offering or declining to offer a student intern applicant a placement. The student applicant should approach each site visit just as he/she would a job interview. He/she should take a resume and any other documentation that might be helpful to the person in charge of placing interns at the sites selected. Please know that certain districts require students to complete an application before interning in their district. This is the student's responsibility.

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

\*Please note that your elementary internship will be with K-8 students at either an elementary or a middle school. Your secondary internship will be with 9-12 students at a high school. A middle school is not an acceptable placement for the secondary internship.

**Please remember that all site supervisors must be currently licensed school counselors with at least 2 years of experience.**

## Practicum Application Process

All of the following forms need to be submitted no later than:

**September 30 - Spring Internship**

**January 30 - Summer/Fall Internship**

This is a list of forms required:

### 1. Practicum Application

The **online** Practicum application needs to be completed and submitted before you can register for the Practicum class. As soon as it is approved, your Banner account will be coded to allow you to register for the practicum class. The following link will take you to the form to complete:

<https://goo.gl/forms/dyTaNwsmHrDQME1t1>

### 2. Student Profile Sheet

You can find this form in the file “Forms for Practicum and Internship.”

This will be emailed to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

### 3. Student Ethics and Internship Agreement

You can find this form in the file “Forms for Practicum and Internship.”

This will be emailed to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

### 4. Current Background Check

Please print and complete the background check release form and the VECHS Waiver Agreement and Statement.

Both forms must be submitted to the Educator Preparation Office at [edstudserv@utm.edu](mailto:edstudserv@utm.edu), prior to completing your criminal background check.

The forms and instructions for registering for the background checks can be found by clicking on the following link: <http://www.utm.edu/departments/ess/criminal.php>.

If you are currently working within a school system we will accept a letter from your school district stating that they have a current TN background check for you on file. Background Check Release Form

### 5. Proof of Liability Insurance

School counseling majors: visit the American School Counselor Association at [schoolcounselor.org](http://schoolcounselor.org) for online application.

CMH majors: visit the American Counseling Association at [www.counseling.org](http://www.counseling.org) for online application.

Joining your professional organization as a student member provides the liability insurance you will need. To show proof of this, submit a copy of your membership certificate.

*You are permitted to wait to purchase liability insurance until the month prior to your internship experience!*

Once you purchase your insurance, you will need to submit a copy of the membership certificate to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

6. The following forms will be completed by the Education Graduate Student Services Coordinator:

- Site Agreement for Counseling practicum
- Self-Placement Form (school counseling only)
- Site Supervisor Application

**School Counseling Students:**

Pass the Praxis Professional School Counseling (5421) with the Tennessee state required score. Have your score sent to UTM and check that it is on file with the CEHBS Graduate Office. To learn more about the exam, please visit: <https://www.ets.org/praxis/prepare/materials/5421>.

*You need to pass your Praxis exam prior to registering for COUN 785, but you do not have to have passed the exam to submit this application. This should serve as your reminder to register for the Praxis exam.*

**Please try to email all forms to Laurie Green in one email if possible. Thanks!**

If you have any problems with these forms, please contact your advisor or contact Laurie Green by email at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

## Internship Application Process

All of the following forms need to be submitted no later than:

**September 30 - Spring Internship**

**January 30 - Summer/Fall Internship**

This is a list of forms required:

### 1. **Internship Application**

The internship applications are completed electronically and are sent directly to the Education Graduate Student Services Coordinator when you hit submit. Please print the form with your responses before you submit. You cannot change the form once it is sent, but you can submit another form by clicking the same link. If multiple applications are submitted for the same class, the last submission will be the one that is used.

Please submit one form for each class, even if you are doing both internships in one semester.

### ***School Counseling Self-Placement Form and Internship Application***

This is the link for the School Counseling Self-Placement Form and Internship

Application: [https://docs.google.com/a/ut.utm.edu/forms/d/1eYAupxqMoYxyQGBN1EOVWabRqI051Gymwh\\_zx6NfGhQ/viewform](https://docs.google.com/a/ut.utm.edu/forms/d/1eYAupxqMoYxyQGBN1EOVWabRqI051Gymwh_zx6NfGhQ/viewform)

\*Please note that your elementary internship will be with K-8 students at either an elementary or a middle school. Your secondary internship will be with 9-12 students at a high school. A middle school is not an acceptable placement for the secondary internship.

### 2. **Student Profile Sheet**

You are only required to resubmit this if there are changes that need to be made from the previous submission required for your practicum.

This will be emailed to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

### 3. **Student Ethics and Internship Agreement**

This is only required if you have not completed one yet. If you have already submitted this form, you do not need to resubmit.

This will be emailed to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

### 4. **Current Background Check (includes Background Release Form and VECHS Waiver)**

Please print and complete the background check release form and the VECHS Waiver Agreement and Statement.

Both forms must be submitted to the Educator Preparation Office at [edstudserv@utm.edu](mailto:edstudserv@utm.edu), prior to completing your criminal background check.

The forms and instructions for registering for the background checks can be found by clicking on the following link: <http://www.utm.edu/departments/ess/criminal.php>.

If you are currently working within a school system we will accept a letter from your school district stating that they have a current TN background check for you on file.

### 5. **Proof of Liability Insurance**

School counseling majors: Visit the American School Counselor Association at [schoolcounselor.org](http://schoolcounselor.org) for online application.

CMH majors: visit the American Counseling Association (ACA) at [www.counseling.org](http://www.counseling.org) for online application.

Joining your professional organization as a student member provides the liability insurance you will need. To show proof of this, submit a copy of your membership certificate.

You should have already purchased liability insurance for your practicum experience. Check the expiration date on your membership. If it is still in date, simply resubmit the membership certificate. If it is not in date or will expire at some point during your internship, you will need to renew and submit a copy of the updated membership certificate.

This will be emailed to Laurie Green at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

6. The following forms will be completed by the Education Graduate Student Services Coordinator:
  - Site Agreement for Counseling practicum
  - Self-Placement Form (school counseling only)
  - Site Supervisor Application

If you have any problems with these forms, please contact your advisor or contact Laurie Green by email at [lgreen14@utm.edu](mailto:lgreen14@utm.edu).

## 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 onsite supervision with your site supervisor
- One and a half hours a week of group supervision with your university supervisor
- Audio/video recordings of counseling and/or live supervision of counseling from your university and site supervisor
- Ongoing evaluation of student performance
- Documentation of a formal final evaluation

### Internship Requirements:

- 300 clock hours onsite per internship course (600-hours total for the two internship experiences)
  - Please note that your elementary internship will be with K-8 students at either an elementary or a middle school. Your secondary internship will be with 9-12 students at a high school. A middle school is not an acceptable placement for the secondary internship.
- At least 120 clock hours of direct service with clients/students, including experience leading groups (240-hours total for the two internship experiences)
- 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 with your site supervisor
- One and a half hours per week of supervision with your university supervision
- Audio/video tapes and/or live supervision of counseling from your university and site supervisor
- Continuous evaluation of intern performance and a formal final evaluation with disposition form
- Four observation Reports (individual counseling, group counseling, teaching, college/career activity)

### Direct Contact Hours:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

### Indirect Contact Hours:

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

Examples of indirect contact hours:

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

\*Note on direct hours: You can have more direct hours than the required amount. This is a minimum requirement.

### **When Can I Begin My Internship Placement?**

You may begin your internship placement 1 week before the start of UT Martin's courses with permission from your university supervisor. You must obtain permission if you desire to begin your placement prior to the start of the UTM semester.

### **Why Can't I Start My Placement Sooner?**

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

## Responsibilities for Field Experiences

### *University Responsibilities*

- **Establish communication with the internship site**

Each UTM student is responsible for completing the practicum or internship application to be placed, even if the student chooses to self-place. The university will contact the site once the student's practicum or internship application has been approved. Prior to the start of the semester the university supervisor will contact the site supervisor as an introduction and to answer any questions.

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

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

- **Communicate expectations for internship experience**

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

- **Facilitate appropriate evaluation of intern**

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

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

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

## ***Site Responsibilities:***

- **Provide an appropriately credentialed site supervisor**

To be eligible to be a site supervisor, the individual must possess a minimum of a master's degree in counseling or a related field, a school counseling license, and a minimum of two years of experience as a full-time school counselor. Ideally, site supervisors will be actively involved in national professional associations and organizations such as the American School Counselor Association. In addition to national organizations, state and regional organizations such as the Tennessee School Counselor Association are recommended. Participation in these organizations 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.

- **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.

- **Communicate site expectations for internship**

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

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

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

## ***Student Responsibilities***

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

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

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

- **Attendance**

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

- **Professional Demeanor**

Students should conduct themselves in a professional manner in dress and behavior at their sites. Consult with your site supervisor about appropriate dress. The counselor trainee's professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counseling Association, as well as the guidelines set by the school system and the site supervisor. You should also check with your site to obtain the appropriate identification card, as you may be asked to display this in a neck lavalier or clipped to your clothing.

- **Record keeping**

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

- **Confidentiality**

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

- **Consultation**

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

- **Suicide assessment**

- **Substance use/abuse**

- **Child abuse and neglect**

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

- **Use of assessment data**

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

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

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

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

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

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

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

- **Seek supervision when needed**

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

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

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

- **Keep appropriate records of all activities**

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

## ***Site Supervisor Responsibilities***

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

from an orientation meeting with you so that you can communicate your expectations to them. Take the time to have this open discussion with the student as early as possible so that an effective relationship can be formed. We also want to be sure that our site supervisors understand that our counseling interns are still students. While we expect them to contribute to your school, it is important to note that many have no prior counseling or school-related experience and that their time in your school may be their first experience in a school setting and a counseling setting. We ask that site supervisors be mindful of this as they help their interns set goals and provide feedback on the path to achieving those goals.

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

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

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

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

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

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

- **Discuss evaluation procedures and complete evaluations**

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

- **University expectations of evaluations and paperwork:**

- Respond to emails sent by the university supervisor
- Work with intern to develop individual goals and to evaluate those goals throughout the semester
- Ensure the intern is accurately documenting hours (weekly logs and final log)

- Complete all observation forms, providing both complimentary and critical feedback
- Accurately complete midterm evaluations, providing both complimentary and critical feedback
- Accurately complete final evaluations, providing both complimentary and critical feedback
- Internship supervisors will help their intern complete a supervision experience list
- Accurately complete a disposition form
  - A student's disposition form is an important evaluative measure. We ask that you be honest and provide as much feedback as possible. Counseling faculty use and review this form as they make recommendations for progression throughout the counseling program and for licensure

## Site Supervisor Training

Site supervisors are required to complete a site supervisor training during the first week of the UTM semester.

The training can be found at:

[https://www.utm.edu/departments/counselingmajor/supervisor\\_resources.php](https://www.utm.edu/departments/counselingmajor/supervisor_resources.php)

Site supervisors are required to complete modules 1 and 2 of the training. The remaining modules are optional but are strongly encouraged.

Once the site supervisor has completed the required modules, they should complete the Site Supervisor Training Acknowledgement Form located on the site.

## Developing Goals

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

It is important to develop goals in the internship/practicum by completing an Individualized Plan. 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 internship 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. Mid-way through the semester, your intern will be asked to evaluate their progress towards the goals, and 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
- Activities to meet those goals
- Means of evaluating progress toward goals

Goal	Activities to Reach Goal	Mid-Term Evaluation of Goal	Final Evaluation of Goal
Guidance Curriculum Goal:			
Individual Planning Goal:			
Responsive Services Goal:			

System Support Goal:			
Self-Care Goal:			

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

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

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

## Individual and Group Counseling

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

Regardless of experience, all interns and practicum students have taken courses on both individual and group counseling and are expected to conduct their own individual and group counseling sessions at your site. We have trained them in the theory and research of the profession, and guided them through the acquisition of basic counseling skills. They are coming to you as trainees ready to take the next step in their career development. We encourage you to speak with your intern about their theoretical orientation. Our interns are most fully trained in Solution-Focused Brief Theory, but many will also integrate other theories.

Both individual and group counseling experiences are required components for the internship experience.

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

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

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

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

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

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

**For internship students:**

- Individual Counseling Experience Requirements
  - Counseling with same student for at least 4 sessions
  - Signed parental permission form
  - Case notes for each session
  - Case conceptualization
- Group Counseling Experience Requirements
  - Lead a minimum of 5-group sessions with the same group
  - Topic of group and rationale
  - Parental permission form and informed consent
  - Letter to teachers
  - Pre/Post assessment
  - Outline and session notes for each session
  - Group analysis

## Recording a Counseling Session

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

### **CACREP**

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

### **Procedures and Confidentiality**

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

### **Submission**

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

Students will submit a link to the recording within their Canvas course. Only the student and the university supervisor have access to the recording. For information about Canvas’s HIPAA Compliance see [https://www.gocanvas.com/content/images/file-uploads/Canvas\\_HIPAA\\_Overview\\_-\\_version\\_1-2.pdf](https://www.gocanvas.com/content/images/file-uploads/Canvas_HIPAA_Overview_-_version_1-2.pdf).

### **Help from Site Supervisor**

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

## Classroom Counseling Lessons and College/Career Readiness Activities

Classroom counseling lessons and college/career readiness activities are an important aspect of school counseling programs. Typically the lessons are conducted at the elementary school and middle school levels, and the college/career aspect occurs at the high school as well as the lower levels. Our students enrolled in Elementary Internship are required to conduct these lessons. We also require high school interns to complete college/career lessons of some type, but if your school offers more, we encourage our interns to participate. Also, if your school provides school-wide or grade level assemblies or counseling classes of any type, we encourage you to allow our interns to participate. Many of our students are former or current teachers and find this to be the most comfortable school counseling activity. Some of our other students, however, have no formal teaching experience and will need your supervision to improve in their ability to deliver counseling lessons. Allowing them to observe you conduct these lessons before attempting to conduct their own is a great way to prepare them for leading their own lessons. We also encourage you to help them better understand your classroom management policies and procedures.

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

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

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

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

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

## Dealing with Issues or Problems

### For the Site Supervisor:

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

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

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. 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 better able to provide specific examples of the problem or issue to the intern and can help them understand the importance of addressing the issue. You are also the person best placed to then work through that issue with them through guided training or learning. Please contact the university supervisor when these situations arise to inform and consult with them on the best course of action. The university supervisor can also work with the intern to help resolve the issue. If necessary, a Remediation Plan may be completed to detail how best to guide the student's efforts to correct issues.

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

### For the Intern/Practicum Student:

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

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

### **Remediation Plan and/or Site Removal**

In the event an intern violates the student ethics and internship agreement, receives unsatisfactory evaluations from the site supervisor, receives unsatisfactory disposition ratings, or violates rules and policies at the internship site, a remediation plan may be put into place. The remediation plan will be a contract between the student and university supervisor to help the student be more successful in the internship to avoid removal from the site or from the program. To create the remediation plan, the university supervisor will meet with the student and with the site supervisor to learn more about the issue and to develop potential solutions. If the student successfully completes all remediation steps, the student will be permitted to continue through the internship experience and beyond. If the student fails to complete the remediation steps, the student may be removed from the site or from the program.

There is a copy of a sample remediation plan in the appendix section.

## Professional Organizations

### **American Counseling Association**

<http://www.counseling.org/>

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

### **American School Counselor Association**

<http://www.schoolcounselor.org/>

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

## **Codes of Ethics**

### **American Counseling Association (ACA) – Code of Ethics**

The ACA Code of Ethics and Standards for Practice can be found at the following link:

<http://www.counseling.org/resources/codeofethics/TP/Home/CT2.aspx>

### **American School Counselors Association (ASCA) – Code of Ethics**

The ASCA code of ethics can be found by going to the provided link:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

## Final Thoughts

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

## Appendices

School Counseling Internship FAQs

Student Profile Sheet

Student Ethics and Internship Agreement

Practicum/Intern Midterm Evaluation

Practicum/Intern Final Evaluation

Disposition Form

Student Evaluation of Site Supervisor

Student Evaluation of Internship Site

Observation Log

Observation Reports

School Counseling Internship Supervision List

Emergency/Crisis Management Plan for Field Experiences

Informed Consent for Recording

Remediation Plan

## School Counseling Internship FAQs

### ***How do I choose an internship site?***

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

It is wise to 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?

You can either self-place for your internship or allow the university to place you. Remember, you have more control over a self-placement than if you allow the university to place you.

### ***How do I get approval for an internship?***

You must complete and submit the appropriate internship application forms by the publicized due date. If you have found a school and wish to self-place, you must complete and submit the appropriate forms.

### ***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. Often, placements are not formally finalized 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 UTM Counseling website, and your advisor will also tell you how to access these forms. The directions for submission of all forms are included. Pay strict attention to the due dates for these forms, as you will not be permitted to complete your practicum or internship experiences if your forms are submitted late.

### ***What are the requirements for a potential onsite supervisor?***

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

### ***Will there be a Canvas course for internship?***

Yes. When you are enrolled in internship, you visit the Canvas course on the first day of classes 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 and a final disposition; attend supervision meetings with your onsite supervisor; attend weekly group supervision meetings; make a weekly Discussion Board post and journal entry; and, write a paper about your experience based on an assigned book. Your onsite supervisor will be responsible for completing 4 observation forms (individual counseling, group counseling, classroom lesson, college/career lesson/activity). You will also be responsible for: initial and final individual plan; self-care assignment; group counseling assignment; classroom counseling assignment; individual counseling assignment; newsletter assignment; and supervision checklist.

***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 either be in direct contact with students or indirect hours.

***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 all observations and 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 temporary 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. Remember, this person **MUST** be onsite to complete observations throughout the semester.

***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. All internship hours must be in the counseling role. You are not permitted to accrue any internship hours for any role or duty you have as a classroom teacher.

***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 1 week prior to the start of the UTM semester, as long as all of the appropriate paperwork has been submitted and approved.

***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?***

No, you are not permitted to complete a school counseling internship during the summer semester.

***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. If there are additional questions, please consult with your academic advisor or instructor teaching the internship course.

***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 your advisor to discuss this option before submitting an application.

***What grades fall under the elementary and secondary internships?***

For the elementary internship, students are required to complete a placement at a school housing K-8 students. This can be an elementary school or a middle school. For the secondary internship, students are required to complete a placement at a school housing 9-12 students. You cannot complete your secondary placement at a middle school.

## 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
- \_\_\_\_\_ COUN 710 Research in Education
- \_\_\_\_\_ COUN 721 Multicultural Issues in Education and Counseling Other (please specify)

Professional and nonprofessional work experience

\_\_\_\_\_

# Student Ethics and Internship Agreement

## STUDENT ETHICS AND INTERNSHIP AGREEMENT

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

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the internship site.
3. I understand that my responsibilities include keeping my internship site and university supervisors 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.
5. Any breach of these expectations or any unethical behavior on my part will result in investigation which could lead to further action, such as: a remediation plan; my removal from internship; and/or, a failing grade; or other appropriate actions determined by the Counseling Faculty, Educational Studies Department, and the University. Documentation of such behavior will become part of my student record.

Student Name (printed or typed) \_\_\_\_\_

Student ID Number \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

# Practicum/Intern Midterm Evaluation

## Practicum/Intern Midterm Evaluation

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

### **STUDENT: Provide the following information:**

Note the following information:

Student Name: \_\_\_\_\_

Field Supervisor Name: \_\_\_\_\_

School(s) supervised at and grade levels: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

### **FIELD SUPERVISOR:**

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

a guide for 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
<b>1.) FOUNDATIONS OF SCHOOL COUNSELING</b>							
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						
<b>2.) CONTEXTUAL DIMENSIONS</b>							
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						
<b>3 ) KNOWLEDGE AND SKILLS</b>							
	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						
<b>3b.) Counseling and Guidance</b>							
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						
<b>3c.) Consultation</b>							
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".

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Additional comments and/or suggestions

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Date \_\_\_\_\_ Signature of supervisor \_\_\_\_\_

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

Date \_\_\_\_\_ Signature of student counselor \_\_\_\_\_

# Practicum/Intern Final Evaluation

## Practicum/Intern Student Final Evaluation

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

### **STUDENT: Provide the following information:**

NT the following information:

Student Name: \_\_\_\_\_

Field Supervisor Name: \_\_\_\_\_

School(s) supervised at and grade levels: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

### **FIELD SUPERVISOR:**

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

a guide for your evaluation

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

#### **Unacceptable:**

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

#### **Beginning:**

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

#### **Emerging:**

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

#### **Proficient:**

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

#### **Advanced:**

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

## PRACTICUM/INTERN STUDENT FINAL EVALUATION

Item Number	Skill or Ability	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
<b>1.) FOUNDATIONS OF SCHOOL COUNSELING</b>							
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						
<b>2.) CONTEXTUAL DIMENSIONS</b>							
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						
<b>3 ) KNOWLEDGE AND SKILLS</b>							
<b>3a.) Program development, implementation, and evaluation</b>							
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						
	<b>3b.) Counseling and Guidance</b>						
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						
	<b>3c.) Consultation</b>						
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

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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 \_\_\_\_\_

# Disposition Form

## University of Tennessee at Martin Counseling Program Disposition Form

Student:

Date:

Concentration (check appropriate):  School  Clinical Mental Health 

Endorsement

Checkpoint:  COUN 620  COUN 725  COUN 740  Residency  Practicum

Faculty member:

**MC = Meets competency**   **NM = Does not meet competency**   **NO = not observed/documentated**

<b>Counseling Skills and Abilities</b>	<b>MC</b>	<b>NM</b>	<b>NO</b>
1. The student counselor creates a safe clinical setting with appropriate boundaries regarding such issues as the professional relationship, meeting times, and location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student counselor listens to the client and conveys the primary elements of the client's story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student counselor responds to client feelings, thoughts, and behaviors in a therapeutic manner using appropriate counseling responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student counselor communicates empathy by expressing the perspective of the client, when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student counselor stays in the here and now, when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student counselor is intentional by responding with a clear understanding of the therapeutic process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student counselor demonstrates the ability to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner and provides only those services and applies only those techniques for which the student is qualified, or is in the process of being qualified, through education, training, and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Responsibility</b>			
8. The student counselor follows the professional codes of ethics, the UTM Standards of Conduct, civil laws; demonstrates analysis and resolution of ethical issues; and relates to peers, professors, and clients in a manner consistent with professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The student counselor demonstrates sensitivity to real and ascribed differences of client and counselor roles and manages role differences therapeutically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The student counselor demonstrates a respect for individual differences, including those relate to age, gender, race ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. The student counselor articulates how regional, national, and international issues affect the role of the counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The student counselor articulates an understanding of how and when a counselor may take a leadership role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The student counselor demonstrates an understanding of the importance of professional networking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personal Responsibility</b>			
14. The student counselor demonstrates an awareness of the student's own belief systems, values, needs, and limitations and the effect of these on personal and professional behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The student counselor demonstrates the ability to receive, integrate, and utilize feedback from peers, faculty, teaching assistants, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The student counselor demonstrates appropriate behavior in and out of the classroom and is dependable regarding assignments, virtual attendance, and deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The student counselor takes responsibility for personal and professional behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The student exhibits appropriate levels of self-assurance and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The student counselor expresses thoughts and feelings effectively both orally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The student has an accurate assessment of personal and professional competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The student counselor demonstrates the ability to manage the stresses of a demanding profession by developing effective coping skills, that include professional and personal support systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

By signing below the student is certifying that the student has met with the appropriate faculty member and 1) has discussed the student's status; 2) understands competencies that have not been met; 3) has a strategy for meeting unmet criteria; 4) and understands that unmet competencies are expected to be met before the student can finish the program.

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty

\_\_\_\_\_

Date

## Student Evaluation of Site Supervisor

### Intern Student Evaluation of Site Supervisor

The University of Tennessee at Martin  
Masters Program in School Counseling

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

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

1. Did you have an office in which to work with students?  Yes  No
  - a. If no, did you have access to an office space in which to meet with students privately?  Yes  No
  - b. Describe office set-up:
  
2. Were you provided
  - a. An orientation to the school campus, office and school policies?  Yes  No
  - b. An introduction to school staff at a faculty meeting?  Yes  No
  - c. Individual introductions to school staff as you began your work with students?  Yes  No
  - d. Qualifying feedback:
  
3. What was your individual student caseload?
 

0-5 students  6-10 students  11-15 students  16 and up.
  
4. Did you consistently receive 1-hour of supervision from your supervisor?  Yes  No
  - a. Did you consult with your supervisor regularly about the students on your caseload

Yes  No

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

## Student Evaluation of Internship Site

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

Internship Site: \_\_\_\_\_

Student Intern: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

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

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

Please add any additional comments:

\_\_\_\_\_

Student Intern Signature

Date

# Observation Log

## School Counseling Internship Weekly Log

Name: \_\_\_\_\_

Dates: \_\_\_\_\_

Record the number of hours spent in each activity each week. Have the sight supervisor sign the completed form. Submit the form each week.

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total Direct	Total Indirect
<b>Guidance Curriculum</b>							
*Classroom Activities/Lessons							
*Whole Group Activities/Lessons							
Presentations							
Planning Activities							
<b>Individual Planning</b>							
*Individual Advising							
*Individual Assessment							
*Career Exploration							
Planning Activities							
<b>Responsive Services</b>							
*Consultation with Students							
*Group Counseling							
*Individual Counseling							
*Crisis Counseling							
Making Referrals							
Planning Activities							
<b>System Support</b>							
Research							
Staff/Community Development							
Professional Development							
Committee/Advisory Work							
Program Management							
Consultation with							
Planning Activities							
<b>Supervision</b>							
Individual Supervision (Site Supervisor)							
Group Supervision (University Supervisor)							
<b>Non-Guidance Activities</b>							
Building Duties							
Master Scheduling							

Semester Total of Hours: \_\_\_\_\_ Direct \_\_\_\_\_ Indirect

Intern's Signature

Site Supervisor's Signature

# Observation Reports

School Counseling Program  
University of Tennessee, Martin

Counselor-In-Training \_\_\_\_\_

School and Grade Level \_\_\_\_\_

Observed Experience:

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

Content of Session:

Observed Strengths of the Counselor-In-Training:

3 Specific Suggestions for Improvement:

Supervisor's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

# School Counseling Internship Supervision List

## School Counseling Internship Supervision List for the Counseling Intern

### University of Tennessee at Martin

(Adopted from the University of Alaska Fairbanks Counseling Program)

Name of Student Counselor:

Date:

Placement:

Semester and Year:

Name of Site Supervisor:

*While we want all students to gain all of these experiences, we realize that this is not possible in each setting. Please only initial the experiences/items that your intern was able to participate in. Students have multiple internships to gain a variety of experiences, so it is not expected that you complete each experience/item on this list.*

CACREP Standard (Learning About...)	Experience	Student Initial	Supervisor Initial
Models of school counseling programs 5.G.1.b			
School counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.a			
School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies 5.G.2.b			
School counselor roles in relation to college and career readiness 5.G.2.c			
School counselor roles in school leadership and multidisciplinary teams 5.G.2.d			

School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma 5.G.2.e			
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders 5.G.2.g			
Community resources and referral sources 5.G.2.k			
Legislation and government policy relevant to school counseling 5.G.2.m			
Legal and ethical considerations specific to school counseling 2.G.2.n			
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies 5.G.3.e			
Interventions to promote academic development 5.G.3.f			
Techniques of personal/social counseling in school settings 5.G.3.g			
Strategies to facilitate school and postsecondary transitions 5.G.3.h			
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement 5.G.3.i			
Approaches to increase promotion and graduation rates			

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5.G.3.j			
Interventions to promote college and career readiness 5.G.3.k			
Help-seeking behaviors of diverse clients 2.F.2.f			
Procedures for identifying trauma and abuse and for reporting abuse 2.F.7.d			

## Informed Consent for Recording

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

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

Signature of Parent/Guardian (if client is under 18) Printed Date
Student Counselor's Signature Printed Date
Site Supervisor's Signature Printed Date

### **Why does student counselor want to record our work together?**

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

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

### **How will the recording be used?**

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

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

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

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

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

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

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

## Emergency/Crisis Management Plan for Field Experiences

For each of the following, please list how your mentor counselor will manage the situation:

- Suicide Threat/Imminent Attempt
  - Counselor:
- Drug Overdose
  - Counselor:
- Aggressive Reaction (present, threatened, or imminent)
  - Counselor:
- Physical Illness (requiring immediate medical attention)
  - Counselor:
- Psychotic Reaction or Serious Psychological Disturbance
  - Counselor:
- Report of Sexual Abuse
  - Counselor:
- Report of Other Child Abuse
  - Counselor:
- Severe Depression, Anxiety, Etc.
  - Counselor:

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

### Emergency/Crisis Procedures:

#### During Field Placement Hours

Who is the counselor intern to contact in case of emergency/crisis situation?

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

If this person is not available, who should the counselor intern contact?

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

#### Outside of Placement Hours

If student counselors are concerned about students and need to contact a supervisor outside of the regular field placement hours, what procedures should they follow?

## Remediation Plan

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

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_

Site: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Course: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

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

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

\_\_\_\_\_  
 Student Signature                      Date

\_\_\_\_\_  
 University Supervisor                      Date

\_\_\_\_\_  
 Site Supervisor Signature      Date

\_\_\_\_\_  
 Department Chair                      Date