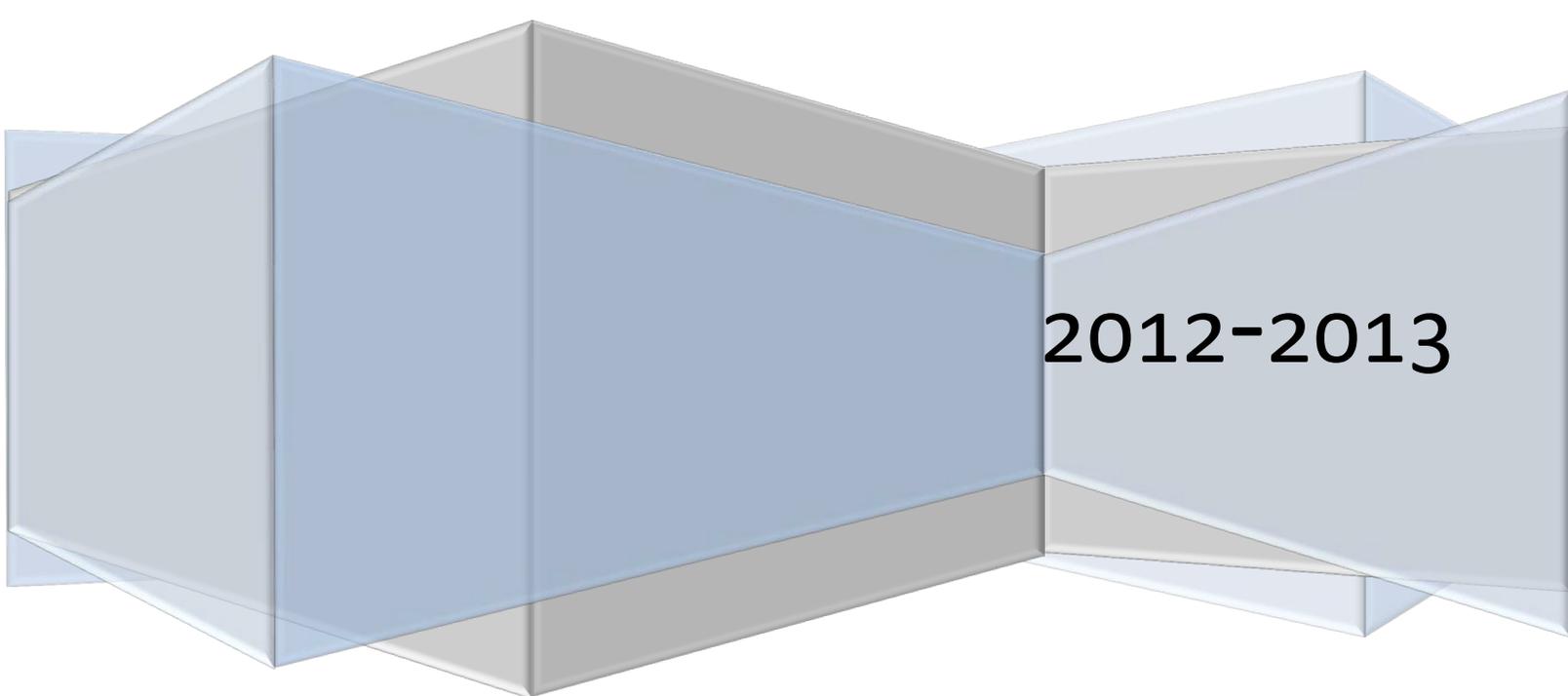


**Virginia State University**  
**College of Education**  
**Department of School and Community Counseling**  
**Supervisor Handbook for School**  
**Counseling Practicum/Internships**

Dr. Claire Robinson, Department Chair, Shelley R. White, M.Ed.  
Clinical Faculty Coordinator



**2012-2013**

# School Counseling Practicum/Internship Supervisor Handbook

Table of Contents .....	1
Welcome to the Department of School Counseling.....	2
School Counseling Practicum/Internship.....	2
Supervisor Handbook.....	2
School Counseling Mission.....	2
Program Objectives.....	3
Conceptual Framework.....	4
Program Administrative Organization.....	4
Request Data Form.....	5
Contract/Purpose.....	6
Structure of the Practicum/Internship Experience.....	6
Role and Responsibilities of Counseling Candidate.....	7
Professionalism and Policies.....,,,	7
Role and Responsibilities of the Field Site Supervisor....., ,	7
Role and Responsibilities of the VSU Supervisor.....	8
Log of Activities.....	10
Midterm Assessment.....	13
Final Assessment.....	16

# School Counseling Practicum/Internship

## Supervisor Handbook

### **Welcome to the Department of School Counseling**

The faculty of the School Counseling Department welcomes your willingness to serve as a field site supervisor. We are delighted you have chosen to work this M.Ed./M.S. program, which is designed to professionally train and prepare those who wish to pursue careers in school-related counseling. It is our pledge to collaborate with you in regarding our counseling candidates. We will work with you to cultivate their training and make their study productive, intellectually stimulating and academically challenging in a global environment.

### **School Counseling Practicum/Internship**

To aid in our pledge, a School Counseling Supervisor's Handbook has been developed to provide you with the necessary guidelines that will enhance the Counseling candidate's training experience and aid in their completion of this Program. It is also intended to offer guidance in navigating the academic process, enabling you to be more knowledgeable of the responsibilities, expectations, procedures and deadlines of the Program.

### **Supervisor Handbook**

This Handbook includes materials that are meant to introduce you to the Departmental regulations and aid the counseling candidate's supervisory relationship at their field site experience. The counseling candidate will complete 200 hours in a practicum and 200 hours in an internship experience.

As Program faculty, we look forward to working with you, collaboratively, to assist the counseling candidate in becoming reflective, effective and competent practitioners who are committed as leaders in the counseling field. As an outcome of this clinical practice experience we wish to determine the counseling candidate's impact on student learning, and diversity effectiveness in a rural, urban or suburban school environment. To ensure their success, your continued energy, commitment and interest are greatly appreciated.

### **Mission**

The School Counseling Department incorporates this mission and specifically targets graduate candidates who aspire to be counseling practitioners. The mission of the School Counseling Department is to prepare advanced-level students to become professional counselors who will provide counseling services to a broad clientele in a variety of school settings. The Department emphasizes an applied scientist model where the candidate is academically trained and develops both a theoretical and practical approach to performing the duties of a professional counselor. Counseling candidates will develop competence regarding counseling philosophies, principles, knowledge, skills, and abilities necessary to effectively and ethically perform the duties required as a professional practicing counselor.

### **Program Objectives**

The program has specific objectives, which are as follows:

1. Prepare candidates to be counselors that are dedicated to the enhancement of human development throughout the life span.
2. Train candidates to become reflective, effective, and competent practitioners who are committed as leaders in the counseling field in addressing the challenges of all.

3. Extend and enrich the candidate's knowledge base by providing opportunities to enhance proficiency in critical/analytical thinking, oral/written communication skills, systematic problem solving, and ethical and legal decision-making.
4. Prepare candidates to be professionals with broad counseling competencies that will be used to assist in the growth and development of each individual.
5. Provide candidates with an education that challenges their intellect and prepares them to assume productive leadership roles in a variety of school counseling settings( human resources, employee assistance programs, career centers, etc.)
6. Provide dynamic academic programming and practical training that integrates instruction, research and public service with the intent of developing competent, ethically guided, empathic professional counselors.

### **Conceptual Framework**

The conceptual framework for the Master's program in School Counseling is based on and is congruent with the conceptual framework established for advanced programs in the professional education programs unit. Further, it is consistent with the accreditation standards of the National Council of Accreditation of Teacher Education (NCATE). The program has been developed utilizing a learning-outcomes base that requires candidates to master specified knowledge, skills, and abilities. The program is life-skills oriented and candidates are committed to the development of the highest educational and quality of life potential of all their students. Candidates are expected to maintain a high level of competence, ethics, and integrity while exercising objective professional judgment in the practice of their profession.

In order to prepare effective counselors to work in schools, and other educational settings, course work and related field experiences emphasize human growth and development; counseling theory and techniques for individuals and groups; career development with components in educational and occupational information; standardized testing in the areas of aptitude, interest, achievement, and career; professional rights and responsibilities; research and evaluation techniques; and social and cultural foundations. The curriculum's scope and sequence have been influenced by the Ethical Guidelines of the American Counseling Association (ACA), the American School Counseling Association (a Division of ACA) and the certification requirements of the Commonwealth of Virginia's Department of Education.

## **Program Administrative Organization**

### **Department of School Counseling**

The department is administratively housed in the Professional Education Programs Unit. The Department offers the Master of Science (M.S.) and Master of Education (M.Ed.) degrees. The Master's degree program specialty is School Counseling.

### **Degree Options**

Students have the option of pursuing either the Master of Education (M.Ed.) or the Master of Science (M.S.) degree. The primary distinction between the degree programs is the M.Ed. is more practice and application oriented, while the M.S. places greater emphasis on research and evaluation. The M.S. requires students to complete a quantitatively based, data-driven, research thesis and take an additional research course (COUN 539).

## School Counseling Department

Virginia State University's Department of School Counseling is designed to professionally train and prepare professional counselors in the specialized tracks of school counseling. The School Counseling track prepares advanced-level candidates for careers in guidance counseling at grade levels PK-12, in the elementary, middle and high school settings.

All specialized tracks incorporate a strong theoretical knowledge base with a didactic and experiential instructional component. This enhances candidate learning and professional competence in the training field. Candidates can expect this instructional style throughout their course of study.

### Course of Study

Each student is required to complete a program of course work which meets the standards adopted by the counseling profession for training and credentialing and at the same time provides room for the development of special interests.

Both the M.Ed. and M.S. programs require a minimum of 48 semester hours of academic credit (no more than 6 of which may be transferred from another university) and a written/oral comprehensive examination. This includes three (3) core courses, eleven (11) program courses, one (1) specialization course, and two (2) advisor-approved elective courses. The curriculum guide is as follows:

### Required Courses

#### **Core:** (9 credit hours)

- COUN 526 Measurement and Evaluation
- COUN 528 Human Growth and Development
- EDUC 513 Educational Research
- STAT 510 Statistical Procedures for Education and Psychology

#### **Program:** (27 credit hours + Comprehensive Examination)

- COUN 524 Ethics in Counseling
- COUN 525 Principles of Counseling
- COUN 527 Career Development & Counseling
- COUN 529 Theories of Counseling
- COUN 530 Techniques of Counseling
- COUN 531 Group Procedures in Counseling
- COUN 553 Multicultural Counseling
- COUN 537 Practicum (200 clock hours required of all candidates)
- COUN 549 Internship (200 clock hours required of all candidates)
- COUN 599 Oral/Written Comprehensive Examination (0 credits)

#### **Specialization:** (3 credit hours)

- COUN 523 School Counseling Seminar (PK-12)
- COUN 532 Counseling Strategies for Special Needs
- COUN 541 Counseling Children

#### **Electives:** (6 credit hours minimum—not exhaustive listing)

- COUN533 Problems and Adjustment
- COUN 553 Marriage and Family Systems
- COUN 534 Student Personnel Administration in Higher Education
- COUN555 Diagnosis and Treatment
- COUN 536 Community Agency Counseling
- EDUC 520 Technology and Media

#### **Thesis:** (M.S. Track only; 9-12 credit hours, advisor-driven)

- COUN 539 Research & Thesis

**Virginia State University  
School Counseling  
Practicum/Internship Request Data**

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

SS# \_\_\_\_\_

I will be completing \_\_\_\_\_ a 400 hour, (a 200 hour practicum and a 200 hour internship) experience.

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

On-site Supervisor's Name: Practicum: \_\_\_\_\_  
Internship: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone number: \_\_\_\_\_

On-site Supervisor's Email Address: \_\_\_\_\_

Start Date: Practicum: \_\_\_\_\_ Internship: \_\_\_\_\_

Schedule: Days: \_\_\_\_\_ Hours: \_\_\_\_\_

Tentative Finished Date: Practicum: \_\_\_\_\_ Internship: \_\_\_\_\_

(School Counseling Candidates need to complete 2 forms – one for each site if completing practicum and internship at the time of application).

# Virginia State University

## Contract for School Counseling Practicum/Internship

This agreement is made on \_\_\_\_\_ by and between \_\_\_\_\_,  
[Date] [VSU Student Counselor]

\_\_\_\_\_ at \_\_\_\_\_, and  
[On-site Supervisor] [Practicum Site]

\_\_\_\_\_. The agreement will be effective from \_\_\_\_\_  
[University Supervisor] [Month, day, year]

to \_\_\_\_\_ for a total number of \_\_\_\_\_ (400 or 200) clinical hours.  
[Month, day, year]

### Purpose of Contract

The purpose of this contract is twofold: 1) identify specific responsibilities for Virginia State University Supervisor, and On-Site Supervisor, and the Counseling candidate; and 2) delineate basic site experiences for the qualified practicum/internship student.

### Structure of the Practicum/Internship Experience

The Counseling Program at VSU requires the Counseling candidate to experience a minimum of 400 clock hours of clinical field placement. [Counseling candidates must complete 200 hours at the elementary level and 200 at the secondary level, in accordance with guidelines mandated by the state of Virginia.] While the actual daily schedule of the Counseling candidate will be determined by the On-Site Supervisor, and the VSU counseling candidate, the minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. The Practicum /Internship should be structured into four basic phases during at 15-week semester. Interns will spend the major portion of their supervised time in Phases Two and Three.

1. Phase One: Orientation & Observation: This includes a physical tour of the site and meeting staff, faculty, and students/clients. The Counseling Candidate should be given a clear sense of office routine and policies, including work hours, use of equipment and clerical personnel. The site student counselor should be instructed in any additional counselor duties, specific to the site. It is during this first phase that the student counselor primarily shadows and observes the On-Site Supervisor, to include multiple observations of individual counseling, small group counseling and other counseling activities. Once this phase has been completed, Phase Two begins.
2. Phase Two: Co-counseling. The On-Site Supervisor and the Counseling Candidate start to co-plan and co-facilitate. They also co-counsel individual students/clients and co-lead groups counseling sessions. Early in this phase, the Counseling Candidate and On-Site Supervisor will do a realistic appraisal of the candidate's skills.
3. Phase Three: More Responsibility. While still under supervision, the Counseling candidate gradually takes more responsibility for the duties of the counselor. The Counseling Candidate should plan and lead group counseling sessions, conduct individual counseling sessions, engage in conferences/intakes, and engage in all appropriate local screening proceedings. Specific sites might include other responsibilities.
4. Phase Four: Closure. The Counseling Candidate gradually withdraws from his/her responsibilities at the site and engages in closing activities.

### Responsibilities of the Counseling Candidate:

The counseling candidate is simultaneously a temporary staff member of the cooperating site and a counseling candidate at Virginia State University. The quality of roles includes specific responsibilities.

1. The Counseling Candidate must have achieved candidacy, submitted the clinical practice application and supporting materials for the school division site. The candidate must maintain a 3.0 GPA. Only 6

credits of C's are allowed for graduation. *Grades of C are not acceptable in the following courses:* in any course in the school counseling program for state licensure that must be completed before the Counseling Candidate may participate in the practicum and internship course.

2. It is the responsibility of the Counseling candidate to make certain the Practicum/Internship application is completed and submitted to Dr. Claire W. Robinson. The counseling candidate must also be registered for the COUN 537/COUN 549. NOTE: It is requested that the counseling candidate purchase professional liability insurance and provide a background check for the clinical experience.
3. The Counseling candidate will attend all VSU Practicum/Internship classes – COUN 537/COUN549.
4. The Counseling candidate will keep a daily field site log of activities. This log will be reviewed during the weekly supervision meeting by the On-site Supervisor. The log will reflect a balance of experiences as they directly relate to counseling at that specific site. The log must be signed by the On-Site Supervisor and submitted to the University Supervisor at the termination of the Clinical Practice. No final grade will be entered until all documentation is in the student's permanent file.
5. The On-Site Supervisor must be present when the Counseling Candidate is on-site. The counseling candidate will follow the site calendar until the end of the VSU semester. Exceptions to this schedule should be discussed with the University and On-site Supervisor

### **Professionalism, Attendance, Attire and School Policy**

1. It is important that the Counseling Candidate recognize the intensity of the requirements of Practicum/Internship experience. Counseling candidates are expected to budget their time wisely, making the Practicum/Internship experience their primary focus.
2. The Counseling Candidate is required to maintain a professional attitude and appearance during the entire clinical experience. Conduct at the site must be in accordance with the standards of the site in regard to appropriate appearance, conduct work proficiency, and relations with colleagues and supervisors.
3. The Counseling Candidate is required to follow the site policy regarding notification of absences for illness. All other absences must be pre-approved by the On-Site Supervisor. The University Supervisor should be notified of all absences by the following weekly class meeting.
4. The Counseling candidate will provide the University Supervisor with a packet of final Practicum/Internship documents before any final grade is submitted to the registrar. Included in this packet:
  - a) The original copy of clinical practice contract, b) The Log of Hours, c) The On-Site Supervisor's final evaluation of the Counseling Candidate, and d) The clinical practice portfolio.

### **Responsibility of the On-Site Supervisor**

The On-Site Supervisor for a Virginia State University Counseling Candidate must have a Master's Degree in counseling and 3 years of counseling experience using the counseling credential.

1. The On-Site supervisor will prepare to receive the Counseling Candidate through a variety of activities. The On-Site Supervisor will provide orientation to the site, to include a tour of the facility, and introduction to staff, faculty, and clients/students. The Counseling Candidate should be given an accurate description of office routines and regulations to include hours, sick time policies, use of

equipment, clerical personnel, and the duties and responsibilities of the counselors. The Counseling Candidate should be instructed in any additional counselor duties specific to the site.

2. The On-Site Supervisor must be present when the Counseling Candidate is on-site. It is permissible to designate another qualified site employee as a temporary supervisor for brief periods.
3. The On-Site Supervisor will schedule a minimum of one hour of individual supervision per week. During the weekly supervision discussion meetings, the On-Site Supervisor will provide verbal feedback on observed Counseling Candidate's counseling skills and review the Counseling Candidate's weekly log sheet to ensure that the Counseling Candidate has a balance of counseling experiences. Total number of hours needed for Practicum/Internship is 400.
4. The On-Site Supervisor will encourage the cooperation of the field site community for acceptance and involvement of the Counseling Candidate.
5. The On-Site Supervisor will model appropriate legal and ethical practices. The On-Site Supervisor will model acceptance, openness, and positive regard for the Counseling Candidate, by making the Practicum/Internship experience a model of the counseling process itself.
6. At the conclusion of the Counseling Candidate's clinical practice experience, the On-Site Supervisor will provide Virginia State University with a written final evaluation of the Counseling Candidate. While the final evaluations are to be discussed between the Counseling Candidate and the On-Site Supervisor, neither is required to share the actual written document. The On-Site Supervisor's evaluation will be placed in a sealed envelope and given to the practicum/internship counseling candidate on the last day of the clinical practice. The Counseling Candidate's evaluation of the site will be sent in to the University Supervisor with her/his final practicum/internship documentation packet. Counseling Candidates will provide reflections on their clinical practice experience.
7. The On-Site Supervisor will immediately contact the University Supervisor with any questions or concerns. Honest and open communication will ensure the growth and development of the Counseling Candidate.

### **Responsibilities of VSU Supervisor**

1. The University Supervisor will model acceptance, openness, and positive regard for students, by making COUN 537/COUN 549 a model of the counseling process itself.
2. The University Supervisor will serve as the University Liaison for the On-Site Supervisor. The University Supervisor will also serve as the University's agent if placement must be terminated.
3. The University Supervisor will provide supportive classroom activities/supervision as described in the syllabus.
4. The University Supervisor will be available for questions and /or additional site visits as necessary. The University Supervisor will provide general oversight to facilitate a successful experience for all.

### **Requirements for all Practicum/Internship Counseling Candidates:**

1. Work with at least one licensed or Master level school counselor.
2. Carry a caseload of at least 1 student/client (maximum of 5) with whom they can meet at 3 to 4 times over the practicum/internship (if applicable).

3. Participate in at least 1 hour of weekly individual supervision provided by an onsite supervisor.
4. Counseling Candidates will be requested to audiotape individual counseling sessions (3 tapes), with informed consent and security if permissible by the School field site.
5. Counseling Candidates should spend a minimal of 3-hour blocks at practicum/internship site at one time.
6. Implement/facilitate a counseling group (if applicable).
7. Facilitate at least 3 classroom guidance lessons (school counseling students).
8. Attend staff meetings and professional development activities as appropriate.
9. Comply with all policies and regulations on the practicum/internship site.
10. Carry their professional liability insurance.

Practicum/Intern Candidate \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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







# Practicum/Internship Evaluation Forms:

## Mid-Semester Supervisor On-Site Evaluation of Counseling Candidate Virginia State University School Counseling

### Practicum/ Internship Evaluation Form

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Interpersonal skills (degree to which the counseling candidate works effectively with other persons in the setting, e.g., communication skills, establishing positive relationships, etc.)**

With students/clients

With other counselors and teachers/colleagues

With support staff

With parents (if applicable)

With administrators/directors/supervisors

Other Comments of interpersonal skills:

### **Professional Behavior:**

Attendance

Professional Appearance

Ability to work independently

Willingness to assume responsibility

Enthusiasm

Use of suggestions and/or criticism

Other comments on Professional Behavior

**Counseling Skills**

Knowledge of counseling theory and research

Knowledge and implementation of legal and ethical standard

Ability to implement counseling techniques

Other comments on Counseling Skills

**Overall assessment of Counseling Candidate's ability:**

**Additional Comments:**

**On-site supervisor name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assigned Site:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Final Field Site Supervisor Evaluation Form

Virginia State University  
School Counseling  
for the Counseling Candidate

From: Boylan, J. C., Malley, P. B., & Scott, J. (1995). *Practicum & internship: A textbook for counseling and psychotherapy*\_(2<sup>nd</sup> ed.), pp.351-352. Washington, DC: Accelerated Development. Used by permission.

Counseling Candidate's NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**A. Interpersonal skills (degree to which the individual works effectively with other persons in the setting, e.g., communication skills, ability to establish positive relationships, reactions of other persons).**

**1. With (please check: urban, rural or suburban) students in your school**

1	2	3	4	5
poor	below average	average	above average	excellent

**1. With students from diverse populations**

1	2	3	4	5
poor	below average	average	above average	excellent

**2. With other counselors/staff**

1	2	3	4	5
poor	below average	average	above average	excellent

**3. With support personnel**

1	2	3	4	5
poor	below average	average	above average	excellent

**4. With other site members**

1	2	3	4	5
poor	below average	average	above average	excellent

**5. With administrators**

1	2	3	4	5
poor	below average	average	above average	excellent

**6. Student Counselor's respect for professional skills and competencies of others**

1	2	3	4	5
poor	below average	average	above average	excellent

**General comments on interpersonal skills:**

**Name of Counseling Candidate:** \_\_\_\_\_

**B. Professional Behavior (evaluate the student counselor's professionalism using the following characteristics):**

**1. Dependability**

1	2	3	4	5
poor	below average	average	above average	excellent

**2. Use of suggestions and/or constructive criticism**

1	2	3	4	5
poor	below average	average	above average	excellent

**3. Promptness**

1	2	3	4	5
poor	below average	average	above average	excellent

**4. Ability to work independently**

1	2	3	4	5
poor	below average	average	above average	excellent

**5. Willingness to assume responsibility for impacting student learning**

1	2	3	4	5
poor	below average	average	above average	excellent

**6. Initiative**

1	2	3	4	5
poor	below average	average	above average	excellent

Name of Counseling Candidate: \_\_\_\_\_

**7. Enthusiasm**

1	2	3	4	5
poor	below average	average	above average	excellent

General comments on professional behavior:

**C. Counseling Knowledge Base**

**1. Counseling theory and research**

1	2	3	4	5
poor	below average	average	above average	excellent

**2. Legal and ethical standards**

1	2	3	4	5
poor	below average	average	above average	excellent

**3. Knowledge of specific intervention techniques**

1	2	3	4	5
poor	below average	average	above average	excellent

**4. Knowledge of developmental theory**

1	2	3	4	5
poor	below average	average	above average	excellent

General comments on counseling knowledge base:

Name of Counseling Candidate: \_\_\_\_\_

**D. Technical Competencies**

**1. Implementation of counseling techniques**

1	2	3	4	5
poor	below average	average	above average	excellent

**2. Ability to implement developmental activities for clients**

1	2	3	4	5
poor	below average	average	above average	excellent

**3. Ability to implement consultation relationships**

1	2	3	4	5
poor	below average	average	above average	excellent

**General comments on technical competence:**

**E. Other comments:**

**Assigned Site:** \_\_\_\_\_

**On-Site Supervisor:** \_\_\_\_\_