Practicum & Internship Handbook

Counseling and School Psychology
School Counseling

Last Revised: 1-12-2019
School Counseling

Practicum and Internship Handbook

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Thank you to all faculty who assisted in the development of our handbook! A special thanks to the University of West Georgia for sharing their handbook with our program.
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Appendices

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Introduction

The purpose of this handbook is to provide matriculated students, department faculty and site supervisors with relevant information about the required practicum and internship requirements for the School Counseling program. This material applies to all students within the Master’s program, the Sixth Year Professional Diploma program and the Certificate program.

The School Counseling faculty consider practicum and internship to be of critical importance for each student’s professional preparation. The experience provides an opportunity to translate theory into practice, enhance skills learned in the classroom and to develop a professional identity. The faculty will work closely with each student to ensure that all personal and professional goals are met within these experiences.

Students should follow the policies and procedures described herein and maintain significant close contact with their academic advisor and supervisors. This handbook will help to clearly explain what is expected and how students will be evaluated. In addition, faculty supervisors (course instructors) will provide specific details about each course associated with practicum and internship experiences.

Students are encouraged to read this handbook soon after acceptance in the School Counseling Program along with the Graduate Student Handbook (found on the CSP website).

Special Note to Supervisors

We deeply appreciate the time and energy that you have dedicated to our students. Should you have additional questions or need for support, please feel free to contact the School Counseling Program Coordinator or any of the school counseling faculty at any time. It is our pleasure to help you in any way possible.

Please be aware that the CSP counseling programs publish an annual report that includes: (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

This report is published annually, and the most recent version can be found at the following link.

# Checklist for School Counseling Practicum Students

<table>
<thead>
<tr>
<th>Expected Semester of Practicum Enrollment:</th>
<th>Student Preparation:</th>
</tr>
</thead>
</table>
| **Fall**                                  | 1. Attend the mandatory practicum program meeting and complete the application the previous *spring* semester  
2. Complete the application and Agreement (Appendix A) by June 1st. |
| **Spring**                                | 1. Attend the mandatory Practicum program meeting and complete the application the previous *fall* semester  
2. Complete the application and Agreement (Appendix A) by December 1st. |

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Complete all practicum pre-requisites: CSP 540, 550, 555, 568, 567, 570</td>
</tr>
<tr>
<td></td>
<td>Attend Mandatory practicum program meeting semester BEFORE enrollment in Practicum</td>
</tr>
<tr>
<td></td>
<td>Meet with program Field Site Coordinator to begin site selection process.</td>
</tr>
<tr>
<td></td>
<td>Obtain Professional Liability Insurance</td>
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</tbody>
</table>
|                | Submit Practicum Application to School Counseling Field Site Coordinator Application & Agreement Form (Appendix A)  
Verification of Liability Insurance (Appendix C) |
|                | Enroll in Practicum Course CSP 659 - School Counseling Practicum Seminar-4 credits |
|                | Attend orientation at Practicum site (if applicable) and discuss Practicum goals with site supervisor |
|                | Maintain Ongoing Hourly Tallies in Excel Spreadsheet on Blackboard Learn |
|                | Discuss Student Evaluations with Site Supervisor (Appendix E) on TK-20 |
|                | Submit Semester Log Sheet (Appendix D) at end of the semester on TK-20 |
|                | Submit Student Evaluation of Site and Supervisor (Appendix G & H) on TK-20 at end of placement |
|                | Follow school district’s procedure for Background Check and provide verification form to SOE Student Services Office (see pages 6-7). |
# Checklist for School Counseling Internship

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Task</th>
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<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete all internship pre-requisites: CSP 578, 656, 659, 691</td>
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<tr>
<td></td>
<td>Attend Mandatory Internship Meeting semester BEFORE enrollment in first semester of Internship</td>
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<tr>
<td></td>
<td>Meet with program Field Site Coordinator to begin site selection process.</td>
</tr>
<tr>
<td></td>
<td>Obtain or renew Professional Liability Insurance</td>
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<tr>
<td></td>
<td>Submit Internship Application to School Field Site Coordinator</td>
</tr>
<tr>
<td></td>
<td>Application and Agreement Form (Appendix B)</td>
</tr>
<tr>
<td></td>
<td>Verification of Liability Insurance (Appendix C)</td>
</tr>
<tr>
<td></td>
<td>Enroll in Internship course 675 - School Counseling Seminar- 4 credits</td>
</tr>
<tr>
<td></td>
<td>Attend orientation at Internship site and discuss Internship goals with site supervisor</td>
</tr>
<tr>
<td></td>
<td>Maintain Ongoing Hourly Tallies in Excel Spreadsheet</td>
</tr>
<tr>
<td></td>
<td>Site supervisor submit Student Evaluations (Appendix F) on TK-20</td>
</tr>
<tr>
<td></td>
<td>Submit Semester Log Sheet (Appendix D) at middle and end of the semester- on Tk-20</td>
</tr>
<tr>
<td></td>
<td>Follow school district’s procedure for Background Check (see pages 6-7)</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enroll in Internship course 675: Seminar, 4 credits</td>
</tr>
<tr>
<td></td>
<td>Maintain Ongoing Hourly Tallies in Excel Spreadsheet</td>
</tr>
<tr>
<td></td>
<td>Site supervisor submits Student Evaluations (Appendix F) on TK-20</td>
</tr>
<tr>
<td></td>
<td>Submit Semester Log Sheet (Appendix D) at middle and end of the semester on TK-20</td>
</tr>
<tr>
<td></td>
<td>Submit Student Evaluation of Site and Site Supervisor (Appendix G &amp; H) on TK-20</td>
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## Expected Semester of First Internship Enrollment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student Preparation:</th>
</tr>
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</table>
| **Fall** | 1. Attend the mandatory Internship program meeting and complete the application the previous *spring* semester  
2. Complete the application and Agreement (Appendix A) by 6/1 |
| **Spring** | 1. Attend the mandatory Internship program meeting and complete the application the previous *fall* semester  
2. Complete the application and Agreement (Appendix A) by 12/1 |
Preparation

The Counseling and School Psychology Department has developed specific guidelines to help prepare you for success in your practicum and internship experiences. It is expected that each student will follow each of these guidelines. If you have any questions, please contact your advisor.

Pre-requisites:
The following courses are required for practicum and internship.

<table>
<thead>
<tr>
<th>School Counseling Practicum (CSP 659)</th>
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<tbody>
<tr>
<td>CSP 540 Understanding Individual Psychological Testing and Evaluation</td>
<td></td>
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<tr>
<td>CSP 550 Counseling Procedures (Pre-requisite: CSP 569)</td>
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<tr>
<td>CSP 555 Interpersonal Group Dynamics</td>
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<tr>
<td>CSP 568 Counseling and Life Span Development</td>
<td></td>
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<tr>
<td>CSP 567 Professional Orientation in School Counseling Services</td>
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<tr>
<td>CSP 570 Ethics and Legal Issues in School Counseling Services</td>
<td></td>
</tr>
</tbody>
</table>

Departmental Permission

School Counseling Internship (CSP 675): 4 credits

Prerequisites:

- CSP 659 Counseling Practicum and Counseling Practicum Seminar
- CSP 578 Counseling and Assessment of Culturally Diverse Population
- CSP 656 Group Counseling (Pre-requisite: CSP 550 & departmental permission)
- CSP 691 Research and Evaluation in Schools and Community Agencies

Departmental Permission

Enrollment in Courses:

Enrollment in Practicum or Internship is a 4-step process.

1. The semester before enrollment, you are expected to attend a mandatory internship meeting.
2. You must complete and submit the appropriate application, along with supportive materials (Liability Insurance) to the School Counseling Coordinator of Field Placement by the required deadline.
3. Register early for the appropriate courses as designated on your planned program and approved by your advisor.

Financial Aid Notice:
If for any reason you need to maintain full-time status during fieldwork, you will need to plan accordingly at the beginning of your program. Classes that are not required for your degree will not be eligible for financial aid. Please note that the following credits will qualify you for financial aid: 4.5-6 credits = part time 9 + = full time. You will be eligible for less financial aid as a part time student. Contact the financial aid office for more information.
Site Selection:
Selecting your Practicum and/or Internship sites is one of the most important stages involved in the development of your counseling skills and clinical experiences. Please schedule an appointment with the program field site coordinator soon after the practicum/internship meeting. The field site coordinator will assist you in this process. Although we have supervisors who take Southern’s school counseling student on a regular basis. We encourage students to communicate their interests and needs when they meet with the field site coordinator. The field site coordinator will provide you with school counselor supervisors who best meet their training needs.

When choosing an appropriate site, the field site coordinator will consider the following:

- Your specific professional goals and needs.
- You need to have experience in 2 of the 3 levels of schooling (elementary, middle and high), so practicum and internship experiences will be planned accordingly.
- You must have at least one of your site experiences is a diverse setting.
- Your site placement should represent a good fit with your personal and professional needs, interests, program requirements and certification requirements
- Evaluations of sites available in the Coordinator of Field Placement’s records.

For a site to be approved, it must:

- Be familiar with and follow ASCA & ACA Ethical Guidelines (see page 11).
- Become familiar with the guidelines and expectations for your site experiences, as described in the Practicum and Internship Handbook.
- Be familiar with American School Counselor Association’s National Model, which can be found at [http://www.ascanationalmodel.org/](http://www.ascanationalmodel.org/)
- Provide availability of a variety of professional experiences (individual, group, developmental lesson plans, consultation, etc.), paying attention to the service hours needed for each student.
- Provide opportunities to make audio and video recordings of student counseling sessions or interventions.
- Offer a designated area for intern work, which is also confidential for phone calls and counseling sessions.

Provide a Site Supervisor who:
- Has a minimum of a Master’s degree in Counseling or a related profession with CT State Certification as a School Counselor.
- Has a minimum of 2 years experience as a School Counselor.
Has knowledge of the program’s expectations, requirements and evaluation procedures for students.
Has received relevant training in counselor supervision and is willing to complete training via a podcast or on-site training.
Understands and is willing to meet your specific professional goals and needs. This will direct your choice of sites.
Provides students with an opportunity to work with students from diverse cultural, linguistic backgrounds and exceptionalities.
Will schedule time for supervision with student (at least 1 hour a week).
Assign only appropriate school counselor duties.
Will provide training needed for students to follow the policies and procedures of the school.
Assists the student in acclimating to the school environment.
Communicates with the University supervisors.
Meets with Faculty Supervisor as needed.
Reviews and signs all paperwork.
Completes mid-term and final student evaluations.

Background Check and Fingerprinting
As of January 1, 2018, each school/school district placing students for observation, field experience, practicum, internship, or any school based placement will determine their own background check/fingerprinting requirement. The previous requirement of completing a background check through a RESC Agency is no longer required. Previous background checks completed through a RESC Agency may no longer be available to candidates or school districts to meet placement requirements. Candidates should contact their placing district for information regarding requirements for background checks and fingerprinting. All additional costs associated with school district requirements are the sole responsibility of the candidate.

STEP 1: Once placement has been established contact the school district regarding their requirements for background check/fingerprinting. Each district will establish their own requirements. A list of district background check contacts can be found on the School of Education website.

STEP 2: Complete the requirements in the time frame designated by the district. Please note that some districts/schools require completion of these requirements prior to entry into your placement. There may be an additional cost associated with completing the districts background check requirements.

STEP 3: Once you have been approved for placement in the district, use the reverse side to obtain to obtain a signature and confirm your placement. Submit the Confirmation of Placement to the Office of Educational Services by the end of the first week of your placement to:
DROP OFF:  Davis 110
MAIL TO:  501 Crescent St.  New Haven, CT 06515 c/o Davis 110
Interviewing at a Site:

- Arrange for a site interview by calling the recommended site to schedule a time to meet with the site supervisor.
- Approach this internship site interview as you would a job interview by preparing the following:
  - Dress professionally.
  - Develop a resume that details your educational, professional and related volunteer experiences.
  - Develop your own list of questions related to this placement.
  - Be thoroughly familiar with this handbook so that you can be clear about expectations, especially those affecting the site supervisor.
  - Be prepared to clarify and obtain agreement about the site requirements and expectations (Appendix A & B).

Site Orientation:

If applicable, you are encouraged to attend your specific site’s regular orientation. Request that your site supervisor completes all relevant paperwork (submitting their credentials, reviewing and signing the supervision Agreement, etc.) before the semester begins.

Starting your Practicum / Internship:

Practicum students should begin and end their practicum experiences following SCSU’s academic calendar.

Internship students should begin and end their internship experiences for the school year following the individual school site’s district calendar.

Liability Insurance:

As part of the application process for each site experience, students must show proof of appropriate liability insurance. You should complete the form in Appendix C and return it with your application. Many professional organizations offer special low rates for liability insurance. The American Counseling Association and the American School Counseling Association are an example of appropriate organizations to use. Please see http://www.acait.com/ and http://www.schoolcounselor.org/content.asp?contentid=185 to learn more.

Know that there may be times that you may be asked to review your insurance policy for specific information relevant to your practicum or internship work. The CSP department does not make recommendations as to how much coverage you should obtain.
**Expectations for Site Supervisors**
The activities of the site supervisor are crucial to the development of each student’s professional competence. Below is a list of expectations that each site supervisor will complete when supervising a School Counseling practicum or internship student.

- Has at least a Master’s degree in a counseling related field, holds Connecticut certification as a School Counselor and has held a position as a School Counselor for at least 2 years.
- Completed coursework or training in counseling supervision. As of September 2019, have 1) completed the CSP Supervision 101 Online Training and 2) will provide evidence of site supervisor’s training in supervision (i.e., continuing education certificate on the topic of supervision, academic transcripts with coursework in supervision)
- Provides opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Practicum – 100 total / 40 direct hours – and Internship – 700 total / 240 direct hours over 2 semesters).
- Assigns only appropriate school counselor duties.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.
- Schedules time for consultation with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation and/or live supervision. A minimum of one hour per week is expected or required.
- Provides training and supervision needed for students to follow the policies and procedures of the school.
- Assists the student to become acclimated to the school environment.
- Communicates with the university supervisor regarding the student’s performance as needed.
- Reviews and signs all relevant paperwork, such as the Practicum and Internship Summary Log.
- Assists the student in periodic self-evaluation.
- Completes a midterm and final evaluation of the student’s performance throughout the semester and submits in TK-20.
- Is available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student’s progress.
- Provides opportunities for participation in professional association events and continuing education opportunities.

**Expectations for Coordinator of Field Placement**
The School Counseling Coordinator of Field Placement is a Faculty member assigned to coordinating fieldwork. Below is a list of expectations that the Coordinator of Field Placement will complete when assisting a School Counseling practicum or internship student.
• Respond to inquiries and facilitate communication between University and field placement site.
• Meet with all field placement students to determine student needs.
• Make initial contact with potential site supervisors.
• Assign students to site supervisors.
• Collect agreements and supporting documents from students.
• Provide documentation to districts as needed.
• Be available for consultation with both site supervisors and students.

**Expectations for Practicum and Internship Faculty Supervisors/Course Instructors**

The faculty supervisor is expected to:

• Conduct class meeting or seminars every week throughout the semester.
• Establish course requirements via the course syllabus.
• Assist students in processing their new knowledge.
• Assist students to integrate their experiences with theory and research.
• Communicate with the Coordinator of Field Placement should any problems or changes in relation to the student, site or University occur.
• Evaluate the student and discuss that evaluation with him/her.
• Be responsible for the assignment course grade in field work courses.
• Visit the site supervisor and the student at the internship site at least once during the semester and have at least one other contact during the semester.

**Helpful Hints**

✓ Consult with your advisor regularly!
✓ Follow your planned program!
✓ Be sure you have met all practicum and internship pre-requisites.
✓ Mark your calendar for all deadline dates (Practicum and Internship Mandatory meetings).
✓ Complete and submit application forms BEFORE the application date.
✓ Obtain liability insurance before the semester begins.
✓ Scan or make copies of all paperwork to keep in your records.
✓ Do not provide counseling before the semester begins, before obtaining signatures on Agreement forms or before obtaining liability insurance.
Professional Considerations

**Ethical Guidelines:**
As a student and professional in School Counseling, you are required to follow several ethical codes. You must familiarize yourself with these ethical guidelines and refer to them whenever necessary. Additionally, you must adhere to the State of Connecticut laws and the regulations of your school. However, because the resolution of many ethical dilemmas is not always clear, you should always speak to your faculty and site supervisors about any situations that arise at your site. If the situation is urgent or an emergency, you should immediately contact your site supervisor and faculty supervisor. If it is a non-emergency ethical question, you should bring the question to your supervision meetings.

American School Counselor Association:

http://www.schoolcounselor.org/content.asp?contentid=173

American Counseling Association:


**Confidentiality:**
In accordance with the ethical principles of ASCA, ACA, Connecticut state law and your school sites, you must attend to confidentiality requirements in your work as a school counselor-in-training. When writing about your student-clients for coursework, you should use initials or their first name only. Additionally, you should not discuss your student-clients in any identifying way with unauthorized personnel.

You will be responsible for informing your student-client of the purposes, goals, techniques and procedures. This should occur at or before the time of the counseling relationship. In addition, the limits to confidentiality should be addressed and defined in a developmentally appropriate manner. Other policies regarding confidentiality can be located in the ethical manuals listed above. If you have any question regarding ethics, please contact your advisor, instructor or the School Counseling Coordinator of Field Placement and Supervision.

**Audio and Video-Recording:**
The audio and/or video-recordings of counseling sessions during your field experiences are for the sole purpose of development, review, reflection and refinement of professional counseling skills. Audio and/or video-recordings are for graduate level instructional purposes only.

The CSP department has developed the following guidelines for the audio and/or video-recording of individual and group sessions by graduate practicum and internship students:

- Any recording of counseling sessions by graduate practicum and internship students is to be used for supervision purposes only.
• Such recordings are to be used for review by the site supervisor and/or SCSU faculty supervisor only.
• All recordings and recording transcripts should be treated as personal health information and student information (per FERPA/HIPAA Privacy Rule) and should be kept locked and secure at the field site when not under review.
• Recordings can only be transported (from site to school) when they are coded and no identifying information is present on the recording or case.
• All recordings are to be erased immediately after completion of supervisory review.
• Such audio and/or video-recording will be completed only with the full knowledge and approval of the student(s)/parent, site supervisor
• A signed permission form (Appendix H) must be on file with the site supervisor prior to any audio and/or video-recording of student counseling sessions.

**Personal Challenges:**
When working with people, it is important to understand your own biases, stereotypes and prejudices that you may have. These beliefs will impact you as a counselor, your counseling techniques and your development as a counselor. Rigidity in these areas can seriously inhibit your effectiveness as a counselor. Acknowledging and accepting your deeply ingrained viewpoints and the limitations that they pose is a critical aspect of your development. Many counselors in training choose to invest in their future occupations by obtaining personal counseling themselves. As a student at SCSU, you are eligible for counseling services through the Counseling Center. They can be contacted at (203) 392-5475, Monday through Friday, 8:30 to 4:30 during regular business days.

**Supervision and Feedback:**
A crucial component of the practicum and internship process is constructive feedback. You will be receiving extensive feedback from your peers, site supervisors and faculty supervisors. Because your personal qualities, including openness and flexibility, impact your counseling effectiveness, there will be times when you receive feedback on your personal as well as professional skills. It is imperative that you prepare yourself, physically and emotionally, for this type of feedback. You also need to allow ample time in your supervision sessions for this. Equally important, you must understand how you react to criticism, monitor these reactions and develop a healthy and constructive way to deal with potentially negative feedback.

**Supervision Preparation:**
In order to get the most effective training for your future profession as a school counselor, you must take an active role in your supervision sessions. The best way for you as a student to reap the benefits of supervision is to come to each session/class fully prepared. First, you should have completed all requisite paperwork and/or assignments (e.g., readings) for that scheduled session. Also, bring specific questions that you may have for your supervisor to receive feedback and guidance. Another important part of your preparation will be to review your video and audio recordings of sessions. Although your supervisor will be reviewing and critiquing your recordings, you should be actively participating in this process. After your counseling sessions,
you should review the recordings yourself, critiquing them even before you come to supervision. Review each recording as necessary throughout the supervision process.

Counseling Practicum

The practicum required of School Counseling students provides an opportunity to demonstrate counseling skills under close supervision in a school setting. The primary goal of practicum is to develop the expertise to do individual and group counseling in a professional setting. This is accomplished by combining a student’s counseling skills and personal style into an effective counseling approach, enhancing the student’s growth as a person and as a professional counselor. Practicum offers students the opportunity to develop, sharpen and demonstrate individual and group counseling skills. Although students in practicum cannot run group counseling sessions independently, they should seek out a variety of experiences that will prepare them for their internship experience. Students should also make a concerted effort to engage students of various ethnic populations, gender identifications and age groups.

Format and Content of Practicum

CSP 659 – A 100-hour practicum experience in a school setting. The student advances skills into practice by assuming some roles of a School Counselor (direct and indirect counseling services) under the supervision of site and faculty supervisors. 4 credits. Scheduled spring semesters. Pre-requisites: CSP 540, 550, 568, 570 and departmental permission.

The practicum provides an opportunity for the student to perform some of the professional counseling activities of a regularly employed staff member in a school setting.

a. One hour individual supervision by a program faculty member is required. The student is required to meet one hour bi-weekly for one semester with a faculty member to process client sessions, group counseling sessions and developmental lessons. Additionally, the students and faculty member will discuss overall adjustment to the practicum setting and their new role as a counselor.

b. The seminar provides an opportunity for practicum students to meet together weekly, to integrate field experiences and discuss topics of professional interest. Within this seminar, students will discuss issues occurring in their practicum, consult with each other concerning problem solving strategies and review legal and ethical standards in counseling. See instructor syllabi for additional requirements.

Required Hours for Practicum

Students are required to spend a minimum of 100 hours on site during practicum. Forty of these hours should be considered direct service hours (e.g., counseling individuals and groups) and the remaining 60 indirect hours (e.g., attending PPT meetings, faculty/staff meetings).

Practicum Objectives

As part of your practicum experience, there are general skills that you will be learning. Individual instructors may modify, delete or add to this list. During and as a result of this practicum experience, students will:
Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms

1. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
2. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development
3. Assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities
4. Conduct programs designed to enhance student academic development
5. Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement
6. Locate resources in the community that can be used in the school to improve student achievement and success
**Practicum Site**

Your practicum work must be performed at a school site where a site supervisor can provide consistent supervision.

Refer to the preparation part of this handbook to get more information regarding placement.

Site supervisors must have:
- Minimum of a Master’s degree in Counseling or a related profession with CT state Certification as a School Counselor
- Minimum of 2 years of experience as a School Counselor
- Knowledge of the program’s expectations, requirements and evaluation procedures for students
- Relevant training in counseling supervision

**Direct and Indirect Services**

Your practicum experience will be a combination of work with students and related activities, as well as learning administrative tasks. Direct services are defined as contact with students where you, as the counselor-in-training directly assist in the provision of some service. Supervision hours are any hours that you participate in faculty or on-site supervision regarding your performance. Indirect hours are any other services that you provide while in your position that do not require direct student contact.

A list of the category of practicum activities with the minimum required hours for each area is located on the following page. Please remember that these hours are the MINIMUM requirements that you must perform. In many situations, you will go well over these requirements. However, you must document all activities in order to receive credit for your work. This is required for your class and your eventual certification.

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<thead>
<tr>
<th>Practicum Experiences:</th>
<th>Minimum Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT SERVICES</strong></td>
<td>40 hours total</td>
</tr>
<tr>
<td>(With Students)</td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td></td>
</tr>
<tr>
<td>Developmental Classroom</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>Individual Advisement (class planning and college counseling)</td>
<td></td>
</tr>
<tr>
<td>Testing and Assessment</td>
<td></td>
</tr>
<tr>
<td>College Admissions/Career Planning</td>
<td></td>
</tr>
<tr>
<td><strong>INDIRECT ACTIVITIES</strong></td>
<td>60 hours total</td>
</tr>
</tbody>
</table>
(For Students)

- Observation
- Referrals
- Teacher Consultation
- Administrator Consultation
- Team Meetings
- Staff Meetings
- Parent Consultations
- Parent Workshops
- Telephone or Email Contacts
- Curriculum Development
- Program Management
- Professional Development
- Activities

CLINICAL SUPERVISION

- On-site individual supervision
- Faculty Individual supervision
- University Group supervision

Min. 1 hour per week
(between on-site and faculty)
1.5 hours a week (group)

**Direct Services:**

Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

- **Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals.
- **Group counseling** includes participating in co-leading a student group focused around a specific group goal. In practicum, a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.
- **Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.
- **Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA’s national model of School Counseling. This also includes developing curriculum as mandated by state standards.
- **Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.
- **Telephone or Email Contacts** include any direct contact that you have with students or parents that does not take place face to face. These hours should reflect only a small proportion of your direct service hours.
- **College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.
**Indirect Activities:**

Below are descriptions of each activity that is considered indirect service hours.

**Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.

**Referrals** include outsourcing of services, including researching all options.

**Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

**Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

**Team Meetings** are all student-focused meetings at the school site, including 504, SRBI and PPT student meetings.

**Staff Meetings** are all other staff meetings, which occur at the school site.

**Parent Consultations** includes any contacts or meetings that you have with parents of students within your school.

**Parent Workshops** includes any trainings and parent-focused workshops that you co-lead.

**Program Management** includes activities related to needs assessment, planning, data analysis, evaluation and revision of department and related programs.

**Professional Development Activities** are any trainings, workshops or conferences that you attend as part of your practicum experience.

**Telephone or Email Contacts** include any direct contact that you have with students or parents that does not take place face to face. These hours should reflect only a small proportion of your direct service hours.

**Clinical Supervision:**

Below are descriptions of each activity that is considered clinical supervision.

**On-site supervision** includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.

**Faculty individual supervision** includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.

**University group supervision** includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

**Grading**

The field work supervision courses are graded pass/fail. Their faculty supervisor will determine the student’s final status. It will include both an analysis of the quantitative and qualitative aspects of your experience and performance. The final grade will be based on:

- The fulfillment of the required placement hours
- The site supervisor’s evaluation
- The faculty supervisor’s evaluation
- Any other course requirements, as indicated on course syllabi
**Evaluation**

You will complete an evaluation of their faculty supervisor (via course evaluations) and your site supervisor through the Site Supervisor Evaluation (Appendix G) and upload them on TK-20.

**Helpful Hints**

- ✓ Know that for your practicum experience you need a minimum of 100 hours including 40 hours of direct service.
- ✓ Become familiar with all practicum expectations.
- ✓ Obtain quality recording equipment.
- ✓ Always maintain client confidentiality.
- ✓ Be sure all consent forms are signed before recording or providing services that require consent.
- ✓ Keep up to date with all paperwork.
- ✓ Scan or make copies of all paperwork for your records.
- ✓ Do not work with practicum students when the semester is not in session.
Counseling Internship

Following the practicum and pre-requisite courses, you will pursue an internship. The goal of the internship is to further develop and refine the skills developed during practicum. Moreover, the internship should provide the student with the full range of counselor responsibilities appropriate to the setting. Most School Counseling students concentrate on one level of schooling (elementary, middle, high) but may spend time at another level. Careful consideration should be given to the level of schooling at the internship site and you should discuss this closely with your advisor or the Coordinator of Field Placement and Supervision. During internship, you should assume increasing levels of responsibility for a range of counseling activities. As with the practicum, site supervisors serve as mentors, meeting at least one hour per week for individual supervision.

Format and Content of Internship

CSP 675 – Internship and Seminar in School Counseling.
Pre-requisites: CSP 659 and departmental permission. Scheduled fall and spring semesters. 4 credits.

The student intern assumes a role appropriate to a School Counselor (direct and indirect school counseling services) under the supervision of an on-site certified School Counselor. Includes group supervision with a Faculty Supervisor.

Within this seminar, you will discuss issues occurring in their internship, consult with each other concerning problem solving strategies and review legal and ethical standards in counseling. The internship does not include weekly individual supervision by a program faculty member, but other components of the internship are similar to those of the practicum (e.g., seminar format and content, log requirement, Agreement and registration procedures). You will be expected to maintain a log of internship experiences using the same format as the practicum log. See instructor syllabi for additional requirements.

Required Hours for Internship

In internship, you are required to spend a minimum of 350 hours on site during internship each semester, totaling 700 hours. Two hundred forty of these hours should be considered direct service hours (e.g., counseling individuals and groups) and the remaining indirect hours (e.g., attending PPT meetings, faculty/staff meetings).

For those who hold a current professional educator certificate and have completed 3 years of teaching/service under CT certification, you will only be required to complete 600 hours total for your internship. You will be allowed to choose between a one-semester full time placement or one year part-time internship in a public school setting.

Internship Objectives

As part of your internship experience, you will engage in real life work experiences with the supervision of your course and site supervisors. Individual instructors may modify, delete or add to this list.
Learning Objectives

In the addition to the practicum skills, Internship students are expected to master:

- Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
- Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program
- Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (SC d3; DATA Project, Peer Consultation)
- Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate
- Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development
- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
- Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development
- Assesses barriers that impede students’ academic, career, and personal/social development
- Develops measurable outcomes for school counseling programs, activities, interventions, and experiences
- Analyzes and uses data to enhance school counseling programs
- Conducts programs designed to enhance student academic development
- Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities
- Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement
- Uses peer helping strategies in the school counseling program
- Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families
- Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
- Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

Internship Site

Your internship work must be performed at a school site where a site supervisor can provide consistent supervision. Refer to the preparation part of this handbook to get more information regarding placement.

Site supervisors must have:

- Minimum of a Master’s degree in Counseling or a related profession with CT state Certification as a School Counselor
- Minimum of 2 years of experience as a School Counselor
Direct and Indirect Services

Your internship experience will be a combination of work with clients and related activities, as well as learning administrative tasks.

Direct services are defined as contact with students and families where you, as the counselor-in-training, directly assist in the provision of some service. Indirect hours are any other services that you provide while in your position that do not require direct student contact. Supervision hours are any hours that you participate in faculty or on-site supervision regarding your performance. A list of the category of internship activities with the minimum required hours for each area for each semester is located on the following page.

Please remember that these hours are the MINIMUM requirements that you must perform. In many situations, you will go well over these requirements. However, you must document all activities in order to receive credit for your work. This is required for your class and your certification. Interns are required to complete two semesters of internship experience, totaling at least 700 hours of service. For a student who has both their teacher certification and 3 years of teaching experience, they are only required to fulfill 600 hours (240 direct, 360 indirect) total.

<table>
<thead>
<tr>
<th>Internship Experiences:</th>
<th>Minimum Time Requirement (Each Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT SERVICES WITH STUDENTS</td>
<td>240 hours total</td>
</tr>
<tr>
<td>▪ Individual Counseling</td>
<td></td>
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<tr>
<td>▪ Group Counseling</td>
<td></td>
</tr>
<tr>
<td>▪ Developmental Classroom Guidance</td>
<td></td>
</tr>
<tr>
<td>▪ Individual Advisement (including class planning and college counseling)</td>
<td></td>
</tr>
<tr>
<td>▪ Testing and Assessment</td>
<td></td>
</tr>
<tr>
<td>▪ College Admissions/Career Planning</td>
<td></td>
</tr>
<tr>
<td>▪ Student Observation</td>
<td></td>
</tr>
<tr>
<td>INDIRECT ACTIVITIES FOR STUDENTS</td>
<td></td>
</tr>
<tr>
<td>▪ Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>▪ Staff Observation</td>
<td></td>
</tr>
</tbody>
</table>
- Referrals
- Teacher Consultation
- Administrator Consultation
- Parent Consultations
- Parent Workshops
- Telephone or Email Contacts
- Team Meetings
- Staff Meetings
- Program Management
- Professional Development Activities

<table>
<thead>
<tr>
<th>CLINICAL SUPERVISION</th>
<th>Min. 1 hour per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-site supervision</td>
<td>(between on-site and faculty)</td>
</tr>
<tr>
<td>Faculty Individual supervision</td>
<td>1.5 hours a week (group)</td>
</tr>
<tr>
<td>University Group supervision</td>
<td></td>
</tr>
</tbody>
</table>
**Direct Services:**
Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

**Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals.

**Group counseling** includes participating in co-leading a student group focused around a specific group goal. In practicum a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.

**Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

**Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA’s national model of School Counseling. This also includes developing curriculum as mandated by state standards.

**Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.

**Telephone or Email Contacts** include any direct contact that you have with students or parents that is not face to face. These hours should reflect only a small proportion of your direct service hours.

**College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

**Indirect Activities:**
Below are descriptions of each activity that is considered indirect service hours.

**Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.

**Referrals** include outsourcing of services, including researching all options.

**Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

**Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

**Team Meetings** are all student-focused meetings at the school site, including IEP and PPT student meetings.

**Staff Meetings** are all other staff meetings that occur at the school site.

**Parent Consultations** includes any contacts or meetings that you have with parents of students within your school.

**Parent Workshops** includes any trainings and parent-focused workshops that you co-lead.

**Program Management** includes activities related to needs assessment, planning, data analysis, evaluation and revision of department and related programs.

**Professional Development Activities** are any trainings, workshops or conferences that you attend as part of your internship experience.

**Clinical Supervision:**
Below are descriptions of each activity that is considered clinical supervision.
On-site supervision includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff. University group supervision includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

Grading
Internship Seminar is graded Pass/Fail. The faculty supervisor will determine the student’s final grade. It will include both an analysis of the quantitative and qualitative aspects of the student’s experience and performance. The final grade will be based on:
- The student fulfilling the required placement hours
- The site supervisor’s evaluation
- The Internship Instructor’s evaluation
- Any other course requirements, as indicated on course syllabi

Evaluation
You will complete an evaluation of your Internship Instructor (via course evaluations) and site supervisor through the Site Supervisor Evaluation (Appendix G) and uploaded to TK-20.
Helpful Hints

✓ Know that for your internship experience you need a minimum of 700 hours including 240 hours of direct service over 2 semesters.
✓ Become familiar with all internship expectations of students.
✓ Review your notes from other courses before beginning internship.
✓ Discuss all expectations with your Site Supervisor and get approval from the Coordinator of Field Placement and Supervision before committing to your site.
✓ Obtain quality recording equipment.
✓ Always maintain client confidentiality.
✓ Plan on maintaining a student caseload of 20-30 students.
✓ Be sure all consent forms are signed before recording or providing services which require consent.
✓ Keep up to date with all paperwork.
✓ Scan or make copies of all paperwork for your records.
✓ Remember to start and end your internship in accordance with the school district’s schedule.
DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

School Counseling Practicum Application & Agreement

Directions: This form and the Verification of Liability form must be completed and returned to the CSP School Counseling Coordinator of Field Placement no later than the deadline for the term in which you enroll in this clinical experience. Remember you also must register for this course through the registrar at the appropriate time. Note that submission of the appropriate forms does not guarantee enrollment in this class. A separate form is required for each practicum or internship course that you take.

Application Deadlines: 

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1</td>
<td>12/1</td>
</tr>
</tbody>
</table>

Clinical Experience: Practicum 
Semester of Practicum (indicate one): Fall _____ Spring_____

1. Complete your current contact information below.

Name: ___________________________________________ Home Phone: _____________________________
Address: ________________________________________ Cell Phone: _____________________________
______________________________________________ Email: ________________________________

2. Indicate what semester you took each of the following courses. Only check those courses which you have completed. Remember to attach an unofficial transcript to this document.

- [ ] CSP 540
- [ ] CSP 550
- [ ] CSP 555
- [ ] CSP 567
- [ ] CSP 568

- [ ] CSP 570
- [ ] CSP 578
- [ ] CSP 656
- [ ] CSP 691

3. Please complete the information below on your school placement:

Name of School: __________________________________________

Level of School: [ ] Elementary School [ ] Middle School [ ] High School
4. Please complete the information below on your site supervisor and attach a copy of their resume’ OR verify that it is on file within the department.

Name:______________________________________  Title:________________________________

Highest Degree: □ Doctoral Degree in __________  □ Master’s Degree in _________________

Number of years worked as a Certified School Counselor: _______________________________

Email:_________________________________  Cell Phone:____________________________

I have read and understand the policies and procedures regarding confidentiality of client information and records management, the 2014 ACA Code of Ethics, and the 2016 ASCA Ethical Standards. I am aware that client confidentiality is protected by Federal regulations and am also aware of the penalties of non-compliance with these regulations and of noncompliance with the ACA Code of Ethics and ASCA Ethical Standards for case/record management and professional conduct while studying in the Southern Connecticut State University counseling program or serving as a counseling practicum or intern student. I am also aware that these laws, standards, and policies are applicable to me after termination of study or employment. I further understand that these laws, standards and policies must be followed to protect the welfare of counseling clients, the university, and related institutions.

5. Sign below indicating that all of the information included is true to the best of your knowledge.

_________________________________________  __________________________   Date

Signature of Student

_________________________________________  __________________________   Date

Approval of Coordinator of Field Placement

_________________________________________  __________________________   Date

Approval of Coordinator of Field Placement
School Counseling Practicum Agreement

This agreement is made on __________ between __________________________ and the Counseling (date) (field site) and School Psychology Department at Southern Connecticut State University. The agreement verifies that __________________________ will be working during _________________ semester(s) of the (practicum student) (fall/spring) ________ school year for _________ per week. (year) (# hrs)

The Department of Counseling and School Psychology at Southern Connecticut State University will provide a Coordinator of Field Placement and a Faculty Supervisor for each Student. Their responsibilities will be:

Coordinator of Field Placement
• Will facilitate communication between University and field placement site.
• Notify students that they must adhere to the administrative policies, rules and standards of the field placement site.
• Be available for consultation with both Site Supervisors and students.

Faculty Supervisors
• Conduct class meeting or seminars every week throughout the semester.
• Establish course requirements via the course syllabus.
• Assist students in processing their new knowledge.
• Assist students to integrate their experiences with theory and research.
• Shall immediately contact the Coordinator of Field Placement and Supervision should any problems or changes in relation to the student, site or University occur.
• Evaluate the student and discuss that evaluation with him/her.
• Be responsible for the assignment course grade in field work courses.
• Visit the site supervisor and the student at the internship site at least once during the semester and have at least one phone contact during the semester.

The Practicum Site agrees to:
• Follow American School Counselor Association Ethical Guidelines.
• Adhere to all Connecticut State Requirements in the Training of a School Counseling Student that will lead to certification.
• Become familiar with the guidelines and expectations for SCSU School Counseling Students training on site.
- Become familiar with American School Counselor Association’s National Model.
- Provide opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Practicum – **100 total / 40 direct hours**).
- Allow audio and video recording of client’s sessions, with the guardian’s consent.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.

**Site Supervisor agrees to:**

- Adhere to the program’s expectations, requirements and evaluation procedures for students
- Assists the student to become an accepted member of the staff.
- Schedule time for supervision (minimum of **one hour** per week.) with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation, and/or live supervision
- Assign only appropriate school counselor duties.
- Assit the student in periodic self-evaluation.
- Complete a midterm and final evaluation of the student’s performance via TK-20.
- Communicate with the university supervisor regarding the student’s performance as needed.
- Be available to meet with the Faculty Supervisor on scheduled visits and to advise the Coordinator of Field Placement of any problems which arise in connection with the student’s progress.
- Review and sign all relevant paperwork, such as the Semester Log and Spreadsheet
- Provide student with opportunities to participate in meaningful professional development and school counseling association events.
- Provide students with an opportunity to work with students from diverse cultural, linguistic backgrounds and exceptionalities.

<table>
<thead>
<tr>
<th><strong>Site Supervisor attests to the following:</strong></th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds at minimum a Master’s degree in a counseling related field. (Please provide a current resume/cv if we don’t have one on file)</td>
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</tr>
<tr>
<td>Holds Connecticut certification as a School Counselor. (Please provide a copy of your certification if available)</td>
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</tr>
<tr>
<td>Worked as a School Counselor for at least 2 years.</td>
<td></td>
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<tr>
<td>Has completed coursework or training in counseling supervision.</td>
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<tr>
<td>**As of September 2019, have 1) completed the CSP Supervision 101 Online Training and 2) will provided evidence of site supervisor’s training in supervision (i.e.,</td>
<td></td>
</tr>
</tbody>
</table>
continuing education certificate on the topic of supervision, academic transcripts with coursework in supervision)
Identification of Site Coordinator and Coordinator of Field Placement:

______________________________ will be the primary practicum site supervisor. The training activities (reviewed below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity. ________________ will be the faculty (Coordinator of Field Placement) liaison with whom the student and practicum site supervisor will communicate regarding progress, problems, and performance evaluations.

Practicum Student Responsibilities

<table>
<thead>
<tr>
<th>The Practicum Student agrees to:</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and maintain liability insurance for the duration of the practicum.</td>
<td></td>
</tr>
<tr>
<td>Complete site mandated background check and required paperwork.</td>
<td></td>
</tr>
<tr>
<td>Adhere to the administrative policies, rules, standards, and practices of the site</td>
<td></td>
</tr>
<tr>
<td>Adhere to the ethical standards of the American Counseling Association and American School Counselor Association with the understanding that any breach of these ethics or any unethical behavior on his/her part will result in the removal of the practicum student from the site, a failing grade, and documentation of behavior in the practicum student’s permanent record</td>
<td></td>
</tr>
<tr>
<td>Keep the site and university supervisors informed about their practicum experiences at all times</td>
<td></td>
</tr>
<tr>
<td>Complete a minimum of 100 hours per practicum course, to include a minimum of 40 hours of direct client/student contact</td>
<td></td>
</tr>
<tr>
<td>participate in a minimum of 1 hour per week of supervision from the site supervisor.</td>
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</tbody>
</table>

Direct Services with Students:
Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.
- **Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals.

- **Group counseling** includes participating in co-leading a student group focused around a specific group goal. In practicum, a student cannot lead a group counseling session independently. The practicum student must have supervision during group experiences at all times.

- **Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

- **Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA’s National Model of School Counseling. This also includes developing curriculum as mandated by state standards.

- **Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.

- **College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.

- **Staff Observation** includes any observation of an on-site staff member performing counseling tasks.

**Indirect Activities for Students:**

Below are descriptions of each activity that is considered indirect service hours.

- **Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.

- **Referrals** include outsourcing of services, including researching all options.

- **Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

- **Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

- **Team Meetings** are all student-focused meetings at the school site, including IEP and PPT student meetings.

- **Staff Meetings** are all other staff meetings that occur at the school site.

- **Program Management** includes activities related to needs assessment, planning, data analysis, evaluation and revision of department and related programs.

- **Professional Development Activities** are any trainings, workshops or conferences that you attend as part of your practicum experience.

- **Parent Consultations** includes any contacts or meetings that the practicum student has with parents of students within your school.

- **Parent Workshops** includes any trainings and parent-focused workshops that the practicum student co-leads.

- **Telephone or Email Contacts** include any direct contact that the practicum student has with students or parents which is not face to face.

**Clinical Supervision:**

Below are descriptions of each activity that is considered clinical supervision.
- **On-site supervision** includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.
- **Faculty individual supervision** includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.
- **University group supervision** includes direct supervision within a group setting as dictated in the practicum seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

<table>
<thead>
<tr>
<th>All parties agree that the following internship activities will be included in the training that the student receives on site:</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>School Counseling Practicum Student</td>
<td></td>
</tr>
</tbody>
</table>

| Signature of Practicum Student |  | Date |
| Signature of Site Supervisor |  | Date |
| Signature of Coordinator of Field Placement |  | Date |
DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

School Counseling Internship Application & Agreement

Directions: This form and the Verification of Liability form must be completed and returned to the CSP School Counseling Coordinator of Field Placement no later than the deadline for the term in which you enroll in this clinical experience. Remember you also must register for this course through the registrar at the appropriate time. Note that submission of the appropriate forms does not guarantee enrollment in this class. A separate form is required for each internship course that you take.

Application Deadlines:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>6/1</td>
<td>12/1</td>
</tr>
</tbody>
</table>

Clinical Experience:  Internship
Semester of Internship (indicate one): Fall ______ Spring______

1. Complete your current contact information below.

   Name:______________________________________  Home Phone:__________________________
   Address:___________________________________  Cell Phone:___________________________
   __________________________________________  Email:_______________________________

2. Indicate what semester you took each of the following courses. Only check those courses which you have completed. Remember to attach an unofficial transcript to this document.

   - [ ] CSP 540  - [ ] CSP 550  - [ ] CSP 553  - [ ] CSP 555  - [ ] CSP 567
   - [ ] CSP 570  - [ ] CSP 578  - [ ] CSP 656  - [ ] CSP 659  - [ ] CSP 691

3. Please complete the information below on the selected school site in which you will be working.

   Name of School:____________________________________________________________
   Level of School: [ ] Elementary School  [ ] Middle School  [ ] High School
   Address: __________________________  Phone:_______________________________
4. Please complete the information below on your selected site supervisor and attach a copy of their resume’ OR verify that it is on file within the department.

Name: __________________________ Title: __________________________

Highest Degree: □ Doctoral Degree in ____________ □ Master’s Degree in ________________

Number of years worked as a Certified School Counselor: __________________________

Email: __________________________ Cell Phone: __________________________

I have read and understand the policies and procedures regarding confidentiality of client information and records management, the 2014 ACA Code of Ethics, and the 2016 ASCA Ethical Standards. I am aware that client confidentiality is protected by Federal regulations and am also aware of the penalties of non-compliance with these regulations and of noncompliance with the ACA Code of Ethics and ASCA Ethical Standards for case/record management and professional conduct while studying in the Southern Connecticut State University counseling program or serving as a counseling practicum or intern student. I am also aware that these laws, standards, and policies are applicable to me after termination of study or employment. I further understand that these laws, standards and policies must be followed to protect the welfare of counseling clients, the university, and related institutions.

5. Sign below indicating that all of the information included is true to the best of your knowledge.

_________________________ __________________________ Date

Signature of Student

_________________________ __________________________ Date

Approval of Coordinator of Field Placement
School Counseling Internship Agreement

This agreement is made on __________ between __________________________ and the Counseling and (field site) School Psychology Department at Southern Connecticut State University. The agreement verifies that _______________ will be working during ______________ semester(s) of the (internship student) ________ school year for _________ per week. (year) (season) (# hrs)

The Department of Counseling and School Psychology at Southern Connecticut State University will provide a Coordinator of Field Placement and an Internship Instructor for each Student. Their responsibilities will be:

Coordinator of Field Placement
- Conduct an introductory meeting and orientation with the site supervisor.
- Will facilitate communication between University and field placement site.
- Notify students that they must adhere to the administrative policies, rules and standards of the field placement site.
- Be available for consultation with both Site Supervisors and students.

Faculty Supervisors
- Conduct class meeting or seminars every week throughout the semester.
- Establish course requirements via the course syllabus.
- Assist students in processing their new knowledge.
- Assist students to integrate their experiences with theory and research.
- Shall immediately contact the Coordinator of Field Placement and Supervision should any problems or changes in relation to the student, site or University occur.
- Evaluate the student and discuss that evaluation with him/her.
- Be responsible for the assignment course grade in field work courses.
- Visit the site supervisor and the student at the internship site at least once during the semester and have at least one other contact during the semester.

The Internship Site agrees to:
- Follow American School Counselor Association Ethical Guidelines.
- Adhere to all Connecticut State Requirements in the Training of a School Counseling Student that will lead to certification.
- Become familiar with the guidelines and expectations for SCSU School Counseling Students training on site.
- Become familiar with American School Counselor Association’s National Model.
- Provide opportunities for the student to engage in a variety of school counseling activities under supervision (paying close attention to the hours that must be obtained by students in Internship – **700 total / 240 direct hours**).
- Allow audio and video recording of client’s sessions, with the guardian’s consent.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.

The **Site Supervisor** will:

- Adhere to the program’s expectations, requirements and evaluation procedures for students
- Assists the student to become an accepted member of the staff.
- Schedule time for supervision (minimum of one hour per week.) with the student on a regular basis, which involves some examination of student work using audio/visual recordings, observation, and/or live supervision
- Assign only appropriate school counselor duties.
- Assist the student in periodic self-evaluation.
- Complete a midterm and final evaluation of the student’s performance via TK-20.
- Communicate with the university supervisor regarding the student’s performance as needed.
- Be available to meet with the Faculty Supervisor on scheduled visits and to advise the Coordinator of Field Placement of any problems which arise in connection with the student’s progress.
- Review and sign all relevant paperwork, such as the Semester Log and Spreadsheet
- Provide student with opportunities to participate in meaningful professional development and school counseling association events.
- Provide students with an opportunity to work with students from diverse cultural, linguistic backgrounds and exceptionalities.
- Provides student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.

<table>
<thead>
<tr>
<th><strong>Site Supervisor attests to the following:</strong></th>
<th>Supervisor Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds at least a Master’s degree in a counseling related field. (Please provide a current resume/cv if we don’t' have one on file)</td>
<td></td>
</tr>
<tr>
<td>Holds Connecticut certification as a School Counselor. (Please provide a copy of your certification if available)</td>
<td></td>
</tr>
<tr>
<td>Worked as a School Counselor for at least 2 years.</td>
<td></td>
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<tr>
<td>Has completed coursework or training in counseling supervision.</td>
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</tr>
<tr>
<td><strong>As of September 2019, have 1) completed the CSP Supervision 101 Online Training and 2) will provided evidence of site supervisor’s training in supervision (i.e.,</strong></td>
<td></td>
</tr>
</tbody>
</table>
Identifying Site Coordinator and Coordinator of Field Placement:

______________________________ will be the primary internship site supervisor. The training activities (reviewed below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity. ______________________ will be the faculty liaison with whom the student and internship site supervisor will communicate regarding progress, problems, and performance evaluations.

<table>
<thead>
<tr>
<th>The School Counseling Intern agrees to:</th>
<th>Intern Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and maintain liability insurance for the duration of the practicum.</td>
<td></td>
</tr>
<tr>
<td>Complete site mandated background check and required paperwork.</td>
<td></td>
</tr>
<tr>
<td>Adhere to the administrative policies, rules, standards, and practices of the site</td>
<td></td>
</tr>
<tr>
<td>Adhere to the ethical standards of the American Counseling Association and American School Counselor Association with the understanding that any breach of these ethics or any unethical behavior on his/her part will result in the removal of the practicum student from the site, a failing grade, and documentation of behavior in the practicum student’s permanent record</td>
<td></td>
</tr>
<tr>
<td>Keep the site and university supervisors informed about their practicum experiences at all times</td>
<td></td>
</tr>
<tr>
<td>Complete a minimum of 350 hours per internship semester, to include a minimum of 120 hours of direct client/student contact and participate in a minimum of 1 hour per week of supervision from the site supervisor (2 semesters = 700 hours, including 240 hours direct service)</td>
<td></td>
</tr>
<tr>
<td>Participate in a minimum of 1 hour per week of supervision with the site supervisor.</td>
<td></td>
</tr>
</tbody>
</table>
Direct Services:
Below are descriptions of each activity that is considered to have direct client contact that contributes to the development of counseling skills.

- **Individual counseling** includes performing client sessions focused on the assessment and treatment of specific client goals.
- **Group counseling** includes participating in co-leading a student group focused around a specific group goal.
- **Individual advisement** includes class planning, as well as college counseling. This could also include college recommendations, scholarships and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.
- **Developmental Guidance** includes conducting classroom lesson plans in accordance with the ASCA’s National Model of School Counseling. This also includes developing curriculum as mandated by state standards.
- **Testing and Assessment** includes any assessments that would fall under the purview of a school counselor.
- **College Admissions/Career Planning** includes direct contact with students and/or parents on issues related to college admissions and/or career planning. This also includes assisting students with college exploration and application process.
- **Observation** includes any observation of a student related to assessment or service delivery.

Indirect Activities:
Below are descriptions of each activity that is considered indirect service hours.

- **Observation** includes any observation of an on-site staff member performing counseling tasks. This is only considered indirect if you are not performing the client activity.
- **Referrals** include outsourcing of services, including researching all options.
- **Teacher Consultation** is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.
- **Administrator Consultation** is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.
- **Team Meetings** are all student-focused meetings at the school site, including IEP and PPT student meetings.
- **Parent Consultations** includes any contacts or meetings that the practicum student has with parents of students within your school.
- **Parent Workshops** includes any trainings and parent-focused workshops that the practicum student co-leads.
- **Telephone or Email Contacts** include any direct contact that the practicum student has with students or parents which is not face to face. These hours should reflect only a small proportion of your direct service hours.
- **Staff Meetings** are all other staff meetings that occur at the school site.
- **Program Management** includes activities related to needs assessment, planning, data analysis, evaluation and revision of department and related programs.
- *Professional Development Activities* are any trainings, workshops or conferences that you attend as part of your practicum experience.

**Clinical Supervision:**

Below are descriptions of each activity that is considered clinical supervision.

- **On-site supervision** includes all direct supervision regarding the development of your skill set provided from your on-site supervisor and related staff.
- **Faculty individual supervision** includes all direct supervision regarding the development of your skill set provided from your faculty supervisor.
- **University group supervision** includes direct supervision within a group setting as dictated in the Internship seminar. These activities should directly impact the development of your skill set and are supervised by a faculty member.

<table>
<thead>
<tr>
<th>All parties agree that the following internship activities will be included in the training that the student receives on site:</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>School Counseling Intern</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Internship Student

Signature of Site Supervisor

Approval by Coordinator of Field Placement

Date
Appendix C

DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

Verification of Liability Insurance

**Directions:** This form and the Application for Practicum / Internship form must be completed and returned to the CSP School Counseling Coordinator of Field Placement and Supervision no later than the deadline for the term in which you enroll in this clinical experience. Attach a copy of the declaration page of your insurance policy.

<table>
<thead>
<tr>
<th>Application Deadlines:</th>
<th>Fall: 6/1</th>
<th>Spring: 12/1</th>
</tr>
</thead>
</table>

Clinical Experience (check one): [ ] Practicum  [ ] Internship
Semester of Practicum/Internship (indicate one): Fall ______ Spring______

1. Complete your information below.

   Name:______________________________________

   Policy Type: [ ] Private  [ ] Related to Membership in a Professional Organization

   Name of Insuring Organization: ____________________________________________________________

   Amount of Coverage: ______________________  Period of Enrollment: _________________________

2. Sign below indicating that all of the information included is true to the best of your knowledge.

   ___________________________ ___________________________  Date
   Signature of Student

   ___________________________ ___________________________  Date
   Signature of Coordinator of Field Placement
## School Counseling Log Sheet

**Name:**______________________________________  **Course:**  □ CSP 659  □ CSP 675  

**Semester:**  □ Midterm  □ End of Semester  

**Site:**________________________________________

<table>
<thead>
<tr>
<th>Major Task</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
<td></td>
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<tr>
<td>Individual Advisement</td>
<td></td>
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<tr>
<td>Collaboration</td>
<td></td>
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<tr>
<td>Developmental Guidance</td>
<td></td>
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<tr>
<td>504/ PPT Preparation &amp; Assessment</td>
<td></td>
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<tr>
<td>Parent Consultations</td>
<td></td>
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<tr>
<td>Parent Workshops</td>
<td></td>
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<tr>
<td>Telephone or Email Contacts</td>
<td></td>
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<tr>
<td>College Admissions/Career</td>
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<tr>
<td><strong>DIRECT TOTAL</strong></td>
<td></td>
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<tr>
<td>Observation</td>
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<tr>
<td>Referrals</td>
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<tr>
<td>Teacher Consultation</td>
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<tr>
<td>Administrator Consultation</td>
<td></td>
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<tr>
<td>Team Meetings</td>
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<tr>
<td>Staff Meetings</td>
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<tr>
<td>Program Management</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>INDIRECT TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td>On-Site Supervision</td>
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<tr>
<td>Faculty Individual Supervision</td>
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<tr>
<td>University Group Supervision</td>
<td></td>
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<tr>
<td><strong>SUPERVISION TOTAL</strong></td>
<td></td>
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</tbody>
</table>

_________________________________________  ______________________  
Signature of Student                        Date

_________________________________________  ______________________  
Signature of Site Supervisor                 Date

_________________________________________  ______________________  
Signature of Faculty Supervisor              Date
**School Counseling Practicum Student Evaluation**

**Directions:** This form is to be completed by the Site & Faculty Supervisor at mid-term and semester end and given to the Faculty Supervisor.

| Name of Graduate Student: __________________________________________ |
| Date: __________ |

| Name of Supervisor: __________________________________________ |
| __________ |

| Name of School: __________________________________________ |
| __________ |

**Rating Scale**

<table>
<thead>
<tr>
<th>1 – Unacceptable professional performance</th>
<th>2 – Meets criteria minimally</th>
<th>3 – Meets criteria minimally and seeks additional support</th>
<th>4 – Meets criteria consistently</th>
<th>5 – Exceeds expectations</th>
<th>NA – Not Applicable/ No Opportunity to Observe</th>
</tr>
</thead>
</table>

**Knowledge Base**

1. Professional Counseling Orientation & Ethics
2. Social & Cultural Diversity
3. Human Growth & Development
4. Career Development
5. Helping Relationships (Effective Counseling & Wellness)
6. Group Work
7. Assessment & Testing
8. Research & Program Evaluation

**Primary Counseling Skills**

1. Nonverbal Skills (Body Position, Eye Contact, Posture, Distance, Voice Tone, etc.)
2. Encouragers (Such as tell me more about…)
3. Questions (Appropriate Open & Closed Questioning)
4. Basic Reflection of Content Skills
5. Advanced Reflection of Meaning, Values & Beliefs
6. Appropriate Confrontation Skills
7. Goal Setting (Establishes Realistic, Appropriate & Attainable Goals)
8. Focusing Skills (Focuses Student on Goals & Purpose of Counseling)
9. Facilitates a Therapeutic Environment (Expresses Empathy, Care & Presence)
10. Evidences Respect and Unconditional Positive Regard
### Primary Professional Disposition

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Task Completion</td>
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<td>3.</td>
<td>Professional Ethics</td>
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<tr>
<td>4.</td>
<td>Professional Orientation as a School Counselor</td>
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<tr>
<td>5.</td>
<td>Professionalism</td>
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<tr>
<td>6.</td>
<td>Interpersonal Effectiveness in Professional Relationships</td>
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<td>7.</td>
<td>Motivated to Learn &amp; Grow / Initiative</td>
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<td>8.</td>
<td>Multicultural Awareness</td>
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<td>9.</td>
<td>Professional &amp; Personal Boundaries</td>
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<td>10.</td>
<td>Self-Awareness &amp; Self-Understanding</td>
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<tr>
<td>11.</td>
<td>Emotional Stability &amp; Self-Control</td>
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<td>12.</td>
<td>Openness to Feedback</td>
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<td>13.</td>
<td>Flexibility &amp; Adaptability</td>
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<td>14.</td>
<td>Congruence &amp; Genuineness</td>
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### Field Based Professional Behaviors

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge &amp; Adherence to School Policies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Record Keeping</td>
<td></td>
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<tr>
<td>3.</td>
<td>Knowledge of Professional Literature &amp; Best Practices</td>
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<tr>
<td>4.</td>
<td>Application of Theory to Practice</td>
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<tr>
<td>5.</td>
<td>Case Conceptualization</td>
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<td>6.</td>
<td>Seeks Consultation</td>
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<tr>
<td>7.</td>
<td>Psychosocial &amp; Intervention Planning</td>
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<tr>
<td>8.</td>
<td>Appraisal &amp; Assessment</td>
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</table>

### Overall Performance

<table>
<thead>
<tr>
<th></th>
<th>Still Developing</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Knowledge Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Primary Counseling Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Primary Professional Disposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Field Based Professional Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Overall Effect on Student Growth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supervisor Comments:

Student Comments:

I have reviewed and discussed this evaluation with my site supervisor.

_________________________________________  ________________________  Date
Signature of Student

_________________________________________  ________________________  Date
Signature of Site Supervisor

_________________________________________  ________________________  Date
Signature of Internship Instructor
School Counseling Internship Student Evaluation □ Site Supervisor □ Course Instructor

**Directions:** This form is to be completed by the Site/ Faculty Supervisor at mid-term and semester end and given to the Internship Instructor.

- **Name of Graduate Student:** __________________________________________ Date: __________
- **Name of Supervisor:** __________________________________________ □ Midterm □ Final
- **Name of School:** __________________________________________ District: __________

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>1 – Unacceptable professional performance</th>
<th>2 – Meets criteria minimally</th>
<th>3 – Meets criteria minimally and seeks additional support</th>
<th>4 – Meets criteria consistently</th>
<th>5 – Exceeds expectations</th>
<th>NA – Not Applicable/ No Opportunity to Observe</th>
</tr>
</thead>
</table>

**Academic Knowledge Base**

1. Professional Counseling Orientation & Ethics
2. Social & Cultural Diversity
3. Human Growth & Development
4. Career Development
5. Helping Relationships (Effective Counseling & Wellness)
6. Group Work
7. Assessment & Testing
8. Research & Program Evaluation

**Primary Counseling Skills**

1. Nonverbal Skills (Body Position, Eye Contact, Posture, Distance, Voice Tone, etc.)
2. Encouragers (Such as tell me more about…)
3. Questions (Appropriate Open & Closed Questioning)
4. Basic Reflection of Content Skills
5. Advanced Reflection of Meaning, Values & Beliefs
6. Appropriate Confrontation Skills
7. Goal Setting (Establishes Realistic, Appropriate & Attainable Goals)
8. Focusing Skills (Focuses Student on Goals & Purpose of Counseling)
9. Facilitates a Supportive Environment (Expresses Empathy, Care & Presence)
10. Evidences Respect and Unconditional Positive Regard
Advanced School Counseling Skills & Practice

1. Understanding of the Foundation & Principles of School Counseling Programs
   1 2 3 4 5 NA
2. Understands the Connections Between Social, Familial, Emotional & Behavioral Problems and Academic Achievement
3. Implementing & Coordinating Interventions to promote academic development
4. Personal/ Social Counseling Strategies in School Settings
6. Interventions to Promote College Readiness & Career Counseling
7. Strategies to Facilitate School & Life Transitions
8. Approaches to Increase Promotion & Graduation Rates
9. Collaboration & Consultation with Families and/or School Personnel
10. Competency as an Advocate for Students & School Counseling Programs
11. Competency as a Leader & Change Agent
12. Appropriate Screening & Assessment Skills
13. Providing Referral & Resources
14. Strategies to Promote Equity in Student Achievement
15. Use of Accountability Data to Inform Decision Making & Advocacy

Primary Professional Disposition

1. Attendance
   1 2 3 4 5 NA
2. Task Completion
3. Professional Ethics
4. Professional Orientation as a School Counselor
5. Professionalism
6. Interpersonal Effectiveness in Professional Relationships
7. Motivated to Learn & Grow / Initiative
8. Multicultural Competencies
9. Professional & Personal Boundaries
10. Self-Awareness & Self-Understanding
11. Emotional Stability & Self-Control
12. Openness to Feedback
13. Flexibility & Adaptability
14. Congruence & Genuineness

Field Based Professional Behaviors

1. Knowledge & Adherence to School Policies
   1 2 3 4 5 NA
2. Record Keeping
3. Knowledge of Professional Literature & Best Practices
4. Application of Theory to Practice
5. Case Conceptualization
6. Seeks Consultation
7. Psychosocial & Intervention Planning
8. Appraisal & Assessment

Overall Performance

<table>
<thead>
<tr>
<th></th>
<th>Still Developing</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Knowledge Base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Primary Counseling Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Advanced School Counseling Skills & Practice
4. Primary Professional Disposition
5. Field Based Professional Behaviors
6. Overall Effect on Student Growth

Supervisor Comments:

Student Comments:

I have reviewed and discussed this evaluation with my site supervisor.

_________________________________________   __________________________   __________________
Signature of Student                              Date

_________________________________________   __________________________   __________________
Signature of Site Supervisor                     Date

_________________________________________   __________________________   __________________
Signature of Internship Instructor               Date
# School Counseling Student Evaluation of Site

**Directions:** This form is to be completed at semester end & forwarded to the Coordinator of Field Placement & Supervision.

Name of Supervisor: _____________________________  
Name of School: _____________________________ District: _____________________________

## Rating Scale

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No opportunity to observe</td>
<td>Meets expectations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1 – Unacceptable or Deficient</td>
<td>Excellent opportunity</td>
<td></td>
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</tbody>
</table>

## Site

1. Amount of on-site supervision  
2. Quality and Usefulness of on-site supervision  
3. Relevance of experience to professional goals  
4. Orientation training was relevant and helpful for future work  
5. Adequacy of site facilities  
6. Exposure to ethnic, lifestyle and demographic diversity  
7. Support and encouragement

## Experiences (Rate the extent that you were able to participate in the following)

1. Individual Counseling  
2. Group Counseling  
3. Individual Advisement  
4. Developmental Guidance  
5. Testing and Assessment  
6. Parent Consultations  
7. Parent Workshops  
8. Telephone or Email Contacts  
9. Observation  
10. Referrals  
11. Teacher Consultation  
12. Administrator Consultation  
13. Team Meetings  
14. Staff Meetings  
15. Professional Development

Signature of Student: _____________________________  
Date: _____________________________
School Counseling Student Evaluation of Site Supervisor

**Directions:** This form is to be completed at semester end then forwarded to the Coordinator of Field Placement & Supervision.

Name of Supervisor: _____________________________ Site: _____________________________

### Rating Scale

<table>
<thead>
<tr>
<th>N – No opportunity to observe</th>
<th>3 – Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Unacceptable or Deficient</td>
<td>5 – Excellent opportunity</td>
</tr>
</tbody>
</table>

### Supervisor

1. Observes and/or reviews recordings of my counseling sessions
   - N 1 2 3 4 5
2. Gives useful feedback
   - N 1 2 3 4 5
3. Encourages use of new and different techniques
   - N 1 2 3 4 5
4. Suggest ideas for developing my professional skills
   - N 1 2 3 4 5
5. Helps me define and achieve concrete goals in my clinical experience
   - N 1 2 3 4 5
6. Encourages and listens to my ideas for skill development
   - N 1 2 3 4 5
7. Helps me make sound ethical decisions
   - N 1 2 3 4 5
8. Encourages my professional development and behavior
   - N 1 2 3 4 5
9. Offers resource information
   - N 1 2 3 4 5
10. Helps me understand site policies and procedures
    - N 1 2 3 4 5
11. Helps me meet all hour requirements
    - N 1 2 3 4 5
12. Discusses theoretical approaches to my work
    - N 1 2 3 4 5
13. Encourages me to evaluate my own work
    - N 1 2 3 4 5
14. Clearly explains criteria in evaluating my work
    - N 1 2 3 4 5
15. Treats students and others fairly
    - N 1 2 3 4 5
16. Discussed multicultural competence or diversity issues with me
    - N 1 2 3 4 5

_________________________  ___________________________
Signature of Student                                      Date
Appendix I

Southern Connecticut State University

DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

Recording Consent Form for Minor Student

School Counselor Supervision requires audio-recording and/or video-recording of counseling sessions and assessment of my work with students in order to evaluate my skills. These recordings will be reviewed by my faculty supervisor, site supervisor and other graduate students enrolled in my graduate class. Identifying information will be removed. Recordings will be erased or destroyed after reviewing. These procedures require your consent. Information from the recordings is confidential given the above-described supervision and learning experiences. Additional exceptions to confidentiality are:

1. You direct me in writing to discuss your child’s situation with someone else.
2. Your child is determined to be a threat to themselves or others.
3. I am ordered by a court to disclose information.
4. There is an indication of child abuse that I am legally required to report.

CONSENT

I, ________________________, parent or guardian of _________________________, agreed to allow this minor child to be audio or video-recorded for training purposes. I understand the above conditions and have resolved any questions or concerns.

_________________________________________  _______________________
Parent or Guardian Signature  Date

_________________________________________  _______________________
Minor Student Signature  Date

_________________________________________  _______________________
Practicum / Internship Student  Date

_________________________________________  _______________________
Site Supervisor  Date
CONFIRMATION OF SCHOOL-BASED PLACEMENT

CANDIDATE NAME: ____________________________

(FIRST) ____________________ (MIDDLE) ________

(LAST) ____________________

STUDENT ID #: ________ CERTIFICATION AREA: ______________________

PHONE NUMBER: ___________________ EMAIL: ______________________@southernct.edu

xxx-xxx-xxxxx

EMERGENCY CONTACT PERSON: __________________ PHONE: ____________________

THIS PLACEMENT WILL BE SATISFYING SCHOOL BASED PLACEMENT

REQUIREMENTS FOR THE FOLLOWING COURSE(S):

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<th>COURSE</th>
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<td>CSP 659</td>
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<td>CSP 675</td>
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DISTRICT: ______________________ SCHOOL(S): ______________________

ANTICPATED START/END DATE: ________________ ANT # HOURS: ________________

COUNSELOR/PSYCHOLOGIST/SUPERVISOR: ______________________________

(FIRST) ____________________ (LAST) ____________________

PRINCIPAL: __________________ PHONE: __________________

(FIRST) ____________________ (LAST) ____________________

SCHOOL ADDRESS: ________________________________

(street number/street name)

______________________________

(town, state, zip)

SCHOOL DISTRICT ADMINISTRATOR APPROVING PLACEMENT:

NAME (print): ____________________ POSITION/OFFICE: ____________________
SIGNATURE:__________________________________________DATE:____________