

School Counseling

PRACTICUM & INTERNSHIP HANDBOOK

Human Development Counseling Program

Department of Human & Organizational Development

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HDC School Counseling Practicum & Internship Handbook

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THE HUMAN DEVELOPMENT COUNSELING PROGRAM

PURPOSE

The primary purpose for the master's degree program in School Counseling is to train knowledgeable, competent, and skillful professional counselors to provide guidance and counseling services which meet the academic, social, psychological, and emotional needs of students, PreK-12. Both HDC (community agency and school counseling) programs are fully accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). In addition, the School Counseling Program is approved by the Tennessee State Department of Education.

HDC PROGRAM OBJECTIVES

The objectives listed below represent the major program objectives for all students in Human Development Counseling. The more specific objectives related to each of these provide the skeletal framework for the coursework offered to students and thus will be found in each course syllabi.

- a. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.
- b. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.
- c. To provide students with a knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.
- d. To educate students in research/evaluation tools relevant to the delivery of helping services in a community agency, school, or corporate setting.
- e. To introduce students to the wide scope of diverse populations they will encounter in their work settings.

The Human Development Counseling Program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1983. Accreditation is a process in which an association or agency grants public recognition to a school, institute, college, university, or specialized program of study having met certain established qualifications or standards. In the counseling profession, accreditation is a professional credential applicable to programs, not individual counselors.

INTRODUCTION TO PRACTICUM

This course is designed to furnish counselor trainees with the knowledge, skills and experiences needed for successful entry into a counseling internship placement with a focus on children/adolescents. It builds on the helping skills learned and practiced in pre-practicum and is designed as a bridging experience for the internship. The overarching goal of the practicum class and individual supervision is to facilitate counselor trainees' professional growth. Toward this goal, emphasis will be placed on advancing counseling skills, self-awareness, and general competencies needed for ethical practice. Students' performance will be evaluated throughout the practicum, including a formal evaluation at the completion of practicum.

INTRODUCTION TO INTERNSHIP

The Human Development Counseling (HDC) internship provides students with an on-site experience in counseling. The course will advance training in counseling and guidance techniques within a school setting and help students analyze and apply appropriate counseling and guidance techniques relative to sound theory and school counseling practices. This field experience is designed to prepare students to assume positions as school counselors, grades K-12, and meets State Department of Education requirements for licensure as a school counselor in Tennessee.

CONCEPTUAL STRUCTURE FOR INTERNSHIP

Internship can be viewed as a succession of experiences in which the intern is prepared to perform all of the major functions and roles of a school counselor. It is not possible to learn all the details of a work situation, as they vary from one place to another. However, the following general areas need attention: administrators; teachers and parents; coordinating peer facilitator; teacher-as-advisor and other programs; classroom or large group guidance.

Developmental Progression

Site supervisors and campus supervisors will help the intern think about and explore field experiences. Supervisors assist with identifying some minimum experiences and evaluate progress. Ideally, interns will move through a series of training, successively adding more tasks, roles and functions as they gain experience. A typical developmental progression includes four stages:

- Stage One: Interns frequently report experiences of self-doubt and question readiness to perform. Focus on building initial rapport with clients and supervisor, structured orientation to site, and normalizing experiences.
- Stage Two: Varies according to intern's perception of goodness of fit with site and supervisor. If positive, intern moves forward. Focus on understanding and affirming early success experience with clients, constructive feedback from supervisors, opportunities for professional development.

- Stage Three: Reported increase in risk taking in roles, comfort with ambiguity, intuition and process to guide work with clients, and increased assertiveness with site. Focus on intrapersonal and interpersonal process, taking risks and embracing challenging opportunities, and effective use of time on and off site.
- Stage Four: Expression of interest in knowledge of marketplace, tying up loose ends, review counseling skills and progress to date, continue to struggle with balance of time and demands. Focus on performance review and exiting site. Work with supervisors to provide links between past experience and new learnings, and career development.

Usually, the first semester encompasses stages one and two, and the second semester, stages three and four. Interns should be patient and concentrate on each new skill and case as they move along. Interns are not expected to know everything all the time from the beginning.

Learning Roles

The intern's role in the different field experiences will change as they gain more experience. In general, there are four different modes of participation. Each will be appropriate at different times and can be affected by your skills and progress.

- **Observer**: This is the "watch-and-learn" approach. Interns should look and take note of what they like and do not like in a situation. Interns should decide how their own personality, skills, and style might be the same or different from those they are observing and later discussing the situation.
- **Participant-Observer**: In this case, interns are primarily an observer, but they might also participate some of the time. Timely assistance could be appropriate. Interns follow the lead of the counselor and their active participation will depend upon understanding of the situation; site counselor's permission and encouragement to take an active part; skill; confidence; sensitivity; and professional judgment. The practicum experience is mainly an opportunity to be an observer and a participant-observer, though the early days and weeks of an internship may also be spent in these roles.
- **Co-Leader**: In some cases interns might share the equal responsibility with the host counselor. Typically, the intern and the counselor reach an agreement about who will initiate the process, provide primary leadership, and support.
- **Leader**: In this case, the intern is fully responsible for the time and activity. The intern initiates and follows-up. The intern plans the intervention and carries it out. The internship provides an opportunity to practice this role before assuming it professionally.

PROFESSIONAL ETHICS

Ethical guidelines exist to protect the well-being of clients, practitioners, and the profession of counseling. As a trainee, it is incumbent upon you to be well versed in the principles established by your profession and within your settings. You must review the ethical standards and discuss these with your peers, instructors, and supervisors (**See Appendix A**). You will gain a better understanding of the rationale and practical implications of the ethical codes as you gain experience applying them to your work with clients and organizations. The major principles in most ethics codes are: (a) competence; (b) informed consent; (c) confidentiality and limits of confidentiality; (d) confidentiality with minors; (e) multiple relationships; and (f) liability and insurance.

It is important to know that ethics are not the same as laws. Whereas ethical codes are established by professional organizations to govern the conduct of their members, laws are established by individual states, vary from state to state, and continually evolve as new cases arise. Therefore, you must make it a regular practice to update yourself on current laws within your state (Baird, 1996, p. 28-47).

CONFIDENTIALITY & ETHICAL GUIDELINES – TAPING SESSIONS

- Tape recording should never be made without the prior permission of the client and a representative of the school. In cases where the client is under 18 years of age, permission should also be solicited from his/her parents or legal guardian.
- All of the above individuals should have a clear statement in advance of the possible uses of this tape. A tape should not be used for any other purpose.
- The client should be aware of his/her freedom to stop the tape at any time or to request, at the end of the session, that the tape be erased and not submitted to the internship instructor.
- The identity of the client should not be disclosed in any way. The use of the client's first name is permissible, but where there is a chance of the client being identified, a fictitious name should be used.
- Tapes should be played back only in conjunction with instructor or peer supervision. It is unethical to play the tapes for friends or colleagues without the expressed consent of the client.
- It is unwise for internship students to play their tapes at home or in other locations where there may be a chance of them being overheard by others.
- All counseling tapes should be erased after they have been used for the stated purposes. Do not loan or give these to the client under any circumstance. You cannot

control what occurs if these leave you possession. You may play all or part of a client's tape with the client present if it advances the counseling process.

TIME LOGS

Time logs represent the students' documentation of activities completed on site. The responsibilities of each practicum/intern student may vary from site to site but each site must include opportunities for individual and group counseling. Individual contact hours can also be accrued during this time. It is anticipated that through the course of the first five weeks on site, case loads will build. Practicum students must document 40 client contact hours of the 100 clock hours spent on site. Internship students must document 120 client contact hours out of the 300 total clock hours spent on site during the first semester (See Appendix D for breakdown of clinical hours in the program). Please find the spreadsheet for Practicum and Internship Timelogs by logging into OAK, scrolling down and selecting, "HOD Graduate/Professional Programs", then click on "HDC Program Info", then click on "Field Placements," and finally, select "Practicum and Internship Timelogs-School.xls"

REPRESENTATIVE FIELD EXPERIENCES

All students desiring school counselor certification must complete their practicum and internship in a school setting under the direct supervision of the certified school counselor. This placement must encompass K-12 grade levels.

During the first few days on-site, interns should become familiar with the setting, policies, schedules, school counseling office, forms, and procedures. Your site supervisor should introduce you to the principal and teachers.

Interns will need to develop a "case load." A semester caseload in practicum should include 40 hours and internship should include 120 hours of direct service to clients. Clients should be mostly students, although direct service can include consultations with faculty, parent meetings, and classroom guidance. Interns should concentrate on building some essential counseling skills rather than concerning themselves about all the things a school counselor might do. Here are some areas of concentration and some representative expectations for a semester of internship:

- Individual Counseling (4-6 clients). Develop your counseling and interviewing skills with individuals. Collect baseline data, make audio or videotapes, and take note of your progress. Talk with your site supervisor about them. Other students may also receive some of your attention for shorter periods of time; however, give first priority to your individual caseload.
- Group Counseling (1 or 2 small groups). Lead and/or co-facilitate one or two small groups. These are developmental or problem-focused. Four to six sessions might be planned for a group.

- Classroom Guidance (3-4 sessions). Plan a classroom or large group guidance unit to lead during the semester. Could also implement or modify an existing school program.
- Peer Facilitators. Assist in the development/implementation of a peer helper program or training of peer facilitators in a current program.
- Consultation. Lead or co-facilitate at least two case conferences where the counselor is consulting with teachers or parents.
- Case Records. Continue developing and experimenting with your own personal record keeping system.
- Other Experiences. Learn the procedures and process for exceptional student education and placement. Examine the referral process and tests that are most frequently used in the school for guidance. Try to be involved with at least one S-Team/ "GEIT", M-Team, or 504 plan meeting during the semester.
- Case Study. Complete one systematic case study on a counselee for presentation to the class. Provide a brief history, the presenting problem, intervention efforts, measurement tools, results, and conclusion.

PRACTICUM/INTERNSHIP SUPERVISION

Supervisors must have a Masters Degree in Counseling or a related field and two years of full time work experience in the field, preferably at the site where you are working. While HDC does not require it, some districts prefer supervisors to have spent three years in the district and/or attained tenure. HDC will follow any requirements determined by the district for placement and supervision.

Supervisors should be familiar with policies and procedures of the school setting and be involved in acclimating interns to site activities. Site supervisors are expected to supervise practicum or intern students in individual supervision one hour weekly and be available at other times for consultation. Supervisor's observation of the practicum or intern students' skills on site is invaluable. Helping the supervisee meet learning objectives throughout the year and advocating for particular learning experiences are part of the supervision role.

Ethical guidelines for supervisors are in Appendix F and can also be found with other resources at the following web address: http://www.acesonline.net/ethical_guidelines.asp Vanderbilt faculty will evaluate student audio recordings and faculty-student supervision using the form provided in Appendix G. Practicum and internship students will use the form in Appendix H to submit with their audio recordings. All practicum/internship students are to provide their site supervisor(s) with forms for providing written evaluation at the completion of the semester (See Appendices I & J). The signed, completed forms must be turned into the HDC office. All practicum/internship students are to turn in a School Internship Site Evaluation Form at the end of the semester (See Appendices K & L).

BACKGROUND CHECKS & FINGERPRINTING

The legal department of Metro Nashville Public Schools requires that all university students in practicum or internship placements in Metro Nashville schools must be fingerprinted by Cogent Systems prior to entry to a Metro school. As a result of fingerprinting, a TBI/FBI background check also will be done for each student. The \$56 fee, which can be paid by credit card when students telephone to register (or by money order if students pay on-site at Metro Schools), covers both the fingerprinting and the background checks. Once a student has done the fingerprinting, the student is “covered” throughout the graduate program and will not be required to complete additional fingerprinting as part of another field placement or an application for employment in Metro schools as a school counselor after program completion. The complete procedure can be found in Appendix N.

FIRST AID & CPR

To meet some of the state standards for dealing with emergencies in schools, first aid and CPR training are required. Training must have been completed no more than two years prior to the time of licensure recommendation at the end of the program. Graduate students should complete training prior to program entry or during the first semester in the program. A copy of the first aid and CPR certificates/cards must be in the licensure file prior to beginning field placements. Training can be completed at the Vanderbilt Rec Center. Information can be found in Appendix O.

APPENDICES

APPENDIX A

Ethical Standards for School Counselors

March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004. For a PDF version of the Ethical Standards, click here. Posted online at: <http://www.schoolcounselor.org/content.asp?contentid=173>

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The

Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that

confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards;
- Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

APPENDIX B

CLIENT PERMISSION TO AUDIO RECORD

I am a school counseling intern and graduate student in the Human Development Counseling Program at Vanderbilt University. I am requesting permission to audio record this session so that my professor, interns, and immediate supervisor can evaluate my skills and offer suggestions that may benefit you as client.

Please read the following points and sign below indicating your consent.

1. The counselor will be a graduate student working under the direct supervision of a qualified university professor, interns, and the immediate supervisor at the site.
2. All, or part of the session may be recorded, but at no time will the individual's identity be disclosed to anyone but the interviewing counselor and supervisors. Occasionally a portion of the recording may be used as part of the intern seminar training which includes student interns at other sites. However, the recorded portion would include no identifying information. The recording will be erased after review.

I give my consent to have this session audio recorded.

Client Signature

Date

APPENDIX C

Parental Permission to Audio Record

Dear Parent,

I am a school counseling practicum/intern and graduate student in the Human Development Counseling Program at Vanderbilt University. In order to fulfill the requirements of my Master's degree, I will be working with students at _____ school as part of the school's regular school guidance & counseling program. My meetings with students will be audio recorded frequently so that my professor, immediate supervisor, and practicum/internship seminar peers can evaluate my skills and offer suggestions that may benefit the student.

Please read the following points and sign below indicating your consent for your audio taping your child's participation with me in the school guidance & counseling program.

1. The school counselor will be a graduate student working under the direct supervision of a qualified university professor, practicum/internship seminar peers, and immediate supervisor at the school.
2. All, or part of the sessions may be recorded digitally, but at no time will the individual's identity be disclosed to anyone but the interviewing school counselor and supervisors. The audio files will be deleted after review.

If you have any questions, you may contact me or my faculty supervisor _____ at Vanderbilt University. Please return this form at your earliest convenience. Thank you for your assistance.

Vanderbilt School Counseling Intern

I give my consent for recording counseling sessions with my son or daughter.

Parent or Guardian Signature

Date

I give my consent to have individual and/ or group sessions recorded.

Student Signature Date

APPENDIX D

CLINICAL INSTRUCTION OVERVIEW

Clinical Instruction - HDC					
Fall – First Year			Spring – First Year		
Course	CL Hours	CO Hours	Course	CL Hours	CO Hours
HDC3310 Theories of Counseling (3)	0	0	HDC3870 Practicum (3)	100	40
HDC3850 Prepracticum (3)	40	10	HDC3760 Group Dynamics (3)	20	0
Fall – Second Year			Spring – Second Year		
Course	CL Hours	CO Hours	Course	CL Hours	CO Hours
HDC3890 Internship (3)	300	120	HDC3890 Internship (3)	300	120
				CL	CO
TOTAL HOURS				760	290

Please note:

1. CL = Clock Hours and CO = Client Contact Hours
2. Successful Completion of HDC3870 is a prerequisite to taking HDC3890 in Fall – second year.

APPENDIX E

Formal Case Presentation Guidelines

Each student will prepare one case presentation for discussion in class. If possible, case presentations should feature a tape segment (5 minutes or so). If a tape segment is not available, a transcript can be substituted. Students must provide a rationale as to why this segment of the session was chosen.

In addition, students should prepare a handout or PowerPoint presentation that addresses the information typically prepared for tapes submitted for the course:

- 1) Pertinent demographic information, including age and physical description of the client.
- 2) Developmental description of client, using theories from coursework, such as cognitive, ego, moral, or perspective-taking.
- 3) Current positive and negative holding environments.
- 4) Presenting problem from both client's and your perspective.
- 5) Brief history of your work with the client, including theoretical orientation governing your work with the client, progress/lack of progress you have seen, and what precipitated the client's seeking assistance now?
- 6) What has contributed to the problem, including what client assumptions and behavioral patterns have contributed to the problem and what cultural, social, and economic factors contributed to the problem?
- 7) What personal resources does the client bring to bear on the problem?
- 8) Goals of counseling...short and long-term, if applicable, including any forms of natural therapy you are using or considering.
- 9) Any ethical concerns?
- 10) What would you like from your colleagues?

APPENDIX F

ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly
March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both.

Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients. Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice. The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance. The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its procedures for doing so. One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is

DEFINITIONS OF TERMS:

Applied Counseling Settings - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

Supervisors - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. Encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. Monitoring clinical performance and professional development of supervisees; and
- d. Evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal,

and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA

and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse
- b. laws, etc.);
- c. Client welfare;
- d. Supervisee welfare;
- e. Supervisor welfare; and
- f. Program and/or agency service and administrative needs.

APPENDIX G

FACULTY RATING OF A COUNSELING SESSION CONDUCTED BY A STUDENT COUNSELOR

Counselor: _____ Client/Session: _____ Date: _____

Check one: ___ Audiotape ___ Videotape Supervisor/Rater: _____

Please rate the level of functioning that best describes the trainee's performance during the period of evaluation using the following:

1. Displays poor initiative and little comprehension of skills needed at this point in training. Will not successfully complete placement at this level of performance.
 2. Marginal performance at this point in training. May not successfully complete placement without improvement.
 3. Adequate level of functioning at this point in training with supervision. One or two specific areas of weakness.
 4. Meets expectations for this point in training. Functions very well with supervision.
 5. Area of particular excellence at this point in training.
- N/A not applicable

Specific Criteria	Rating	Remarks
1. Opening: Was opening unstructured, friendly, and pleasant? Any role definition needed? Any introduction necessary?		
2. Rapport: Did student counselor establish good rapport with client? Was the stage set for a productive interview?		
3. Interview Responsibility: If not assumed by the client, did student counselor assume appropriate level of responsibility for interview conduct? Did student counselor or client take initiative?		
4. Interaction: Were the client and student counselor really communicating in a meaningful manner?		
5. Acceptance/Permissiveness: Was the student counselor accepting and permissive of client's emotions, feelings, and expressed thoughts?		
6. Reflections of Feelings: Did student counselor reflect and react to feelings or did interview remain on an intellectual level?		

<p>7. Student Counselor Responses: Were student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Meaningful questions?</p>		
<p>8. Value Management: How did the student counselor cope with values? Were attempts made to impose counselor values during the interview?</p>		
<p>9. Counseling Relationship: Were student counselor-client relationships conducive to productive counseling? Was a counseling relationship established?</p>		
<p>10. Closing: Was the closing initiated by student counselor or client? Was it abrupt or brusque? Any follow-up or further interview scheduling accomplished?</p>		
<p>11. Sensitivity to differences: How well did the student detect/address cultural, individual, or role differences, including those due to age, gender, sexual orientation, national origin, culture, race or disability?</p>		
<p>12. General Techniques: How well did the student counselor conduct the mechanics of the interview?</p>		
<p>A. Duration of interview: Was the interview too long or too short? Should interview have been terminated sooner or later?</p> <p>B. Vocabulary level: Was student counselor vocabulary appropriate for the client?</p> <p>C. Mannerisms: Did the student counselor display any mannerisms which might have conversely affected the interview or portions thereof?</p> <p>D. Verbosity: Did the student counselor dominate the interview, interrupt, override, or become too wordy?</p> <p>E. Silences: Were silences broken to meet student counselor needs or were they dealt with in an effectual manner?</p>		
<p>Comments: Additional comments that might assist the student counselor in areas not covered by the preceding suggestions.</p>		

APPENDIX H

AUDIO RECORDING SUMMARY FORM

FIRST NAME OF CLIENT:

YOUR NAME:

NUMBER OF SESSIONS PREVIOUSLY SEEN:

TAPE NO. FOR THIS SEMESTER:

TYPE OF SESSION (Individual Counseling, Planning, or Consultation):

THEORETICAL APPROACH:

Age, Gender, Physical Description of Client:

Presenting Problem from Client's Perspective:

Presenting Problem from Institution's Perspective:

Presenting Problem from Your Perspective:

Your Objectives for this Counseling Session:

If Applicable, Your Goals for Future Sessions and/or Long-Term:

Client's Developmental Levels/Stages:

Cognitive (Piaget):

Psychosocial (Erikson):

Ego (Loevinger):

Moral (Kohlberg):

Interpersonal (Selman):

Other:

List all current holding environments of client. Please indicate if these are positive or negative. Also, indicate any new or reconstructed holding environments you feel would be supportive of client.

Any forms of "natural therapy" you can suggest for this client? What external resources will be beneficial?

Any ethical considerations or concerns with this client's situation/session?

Your Evaluation and Critique of Your Performance on this Tape (did you achieve your goals, why or why not, strong aspects on this tape, areas in need of improvement, etc.):

Additional comments to aid your supervisor. Also, what questions do you have for your supervisor to improve your skills and effectiveness?

APPENDIX I

PRACTICUM/INTERNSHIP SITE SUPERVISOR EVALUATION FORM

Intern's Name: _____

Site Supervisor: _____

University Supervisor: _____

Date of evaluation: _____

Please rate the counselor intern by placing an [X] in the appropriate column for each of the following characteristics. Space for additional comments and signatures is provided on the last page.

Characteristic	Excellent	Above Average	Satisfactory	Needs Improvement	Not Applicable	Unable to judge
Communication Skills:						
Verbal skills						
Writing skills						
Knowledge of terminology						
Interviewing						
Attending behaviors						
Active listening skills						
Professional attitude						
Observation						
Use of questions						
Reflection						
Empathy						
General Characteristics:						
Understands developmental needs of students						
Ability to function as a team member						
Demonstrates proper ethical conduct						
Interest in professional development						
Guidance Activities:						
Understands TN and district guidance plan						
Ability to conduct classroom guidance activities						

Characteristic	Excellent	Above Average	Satisfactory	Needs Improvement	Not Applicable	Unable to judge
Familiarity & use of appropriate appraisal instruments						
Counseling Activities:						
Ability to work with individual students						
Ability to work with small groups						
Effectiveness in crisis counseling						
Personal Characteristics:						
Dependability						
Shows Initiative						
Time Management						
Ability to communicate						
Interacts with staff in professional manner						
Shows enthusiasm						
Is open to learning						
Works within the district guidelines and policy						
Probable success as a Counselor						
Would be recommended for employment in this district or similar						

Intern's main strengths _____

Area in which intern is in need of improvement _____

On the back of this page please write a brief summary statement of the intern's probable success as a professional school counselor.

_____ Recommended Grade
 (PASS/FAIL)

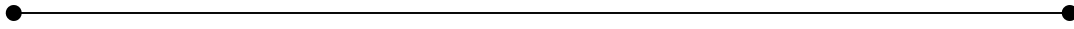
 Intern

 Site Supervisor

 University Supervisor

4. Tracking of client affect and emotionality.

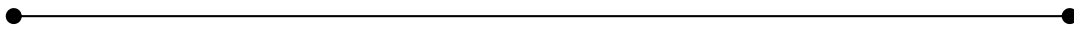
WEAK OCCASIONALLY NEEDS
IMPROVEMENT STRONG EXCELLENT



COMMENTS:

5. Phrasing and appropriateness of responses to client.

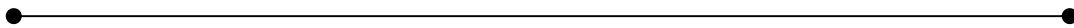
WEAK OCCASIONALLY NEEDS
IMPROVEMENT STRONG EXCELLENT



COMMENTS:

6. Timing of responses, use of pauses and silences, pacing of replies.

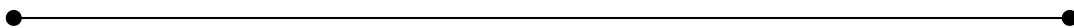
WEAK OCCASIONALLY NEEDS
IMPROVEMENT STRONG EXCELLENT



COMMENTS:

7. Effective use of time throughout counseling session (i.e., minimum wastage of time).

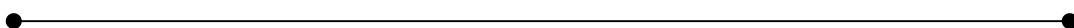
WEAK OCCASIONALLY NEEDS
IMPROVEMENT STRONG EXCELLENT



COMMENTS:

8. Providing helpful structure when needed but not leading or dominating the session.

WEAK OCCASIONALLY NEEDS
IMPROVEMENT STRONG EXCELLENT



COMMENTS:

APPENDIX K

School Practicum/Internship Site Evaluation Form

Date: _____

Internship Student _____

Internship Setting _____

On-Site Supervisor _____

I. Ability to Participate in Service Delivery and Program Development

Please evaluate the effectiveness of your internship site in providing you with a rich and varied training experience. Assess the following site activities based on the Likert scale below.

1. No opportunity to participate in this task.
2. Minimal opportunity to participate in this task.
3. Adequate opportunity to participate in this task.
4. Many opportunities to participate in this task.
5. Excellent opportunity to participate. This task was always available if I chose to participate.

On-Site Supervision	1	2	3	4	5	NA
Individual Counseling Sessions	1	2	3	4	5	NA
Group Counseling Sessions	1	2	3	4	5	NA
Group Guidance Classes	1	2	3	4	5	NA
Consultation with School Personnel	1	2	3	4	5	NA
Consultation with Parents	1	2	3	4	5	NA
Consultation with College Reps/Employers	1	2	3	4	5	NA
Professional Development Activities	1	2	3	4	5	NA
Faculty Meetings	1	2	3	4	5	NA
Develop Program Materials/Plans	1	2	3	4	5	NA
Record Keeping/Clerical Tasks	1	2	3	4	5	NA
Scheduling/Placing Students	1	2	3	4	5	NA
Testing/Assessment/Appraisal	1	2	3	4	5	NA
Orientation/Observing Site Activities	1	2	3	4	5	NA
Other _____	1	2	3	4	5	NA

II. Quality of Supervision and Training Environment

Assess the following site roles and responsibilities based on the Likert scale below:

1. This experience was completely unsatisfactory. Supervision and/or training did not meet expectations.

2. This experience was marginally satisfactory. Supervision and/or training was marginal and random.
3. This experience was adequate. Supervision and/or training met expectations.
4. This experience was quite favorable. Supervision and/or training met and often exceeded expectations.
5. This experience was superior. Supervision consistently exceeded expectations.

Administrative

The orientation provided by this site was thorough and structured. 1 2 3 4 5 NA

I was aware in general of my roles and responsibilities. 1 2 3 4 5 NA

I received training on ethical and legal roles and responsibilities. 1 2 3 4 5 NA

Support

The environment was collegial and I felt respected as a junior professional. 1 2 3 4 5 NA

The training staff offered reassurance, encouragement and affirmation. 1 2 3 4 5 NA

The climate at this school fostered trust and respect for co-workers and students. 1 2 3 4 5 NA

Educational

I increased my knowledge of professional roles and how to work with guidance personnel, faculty and staff. 1 2 3 4 5 NA

I was given ample opportunity for professional development. 1 2 3 4 5 NA

I was able to participate in consultation and planning and learned how to function as part of a team. 1 2 3 4 5 NA

I was exposed to innovative training techniques such as one-way mirror, live supervision, group supervision or other techniques that modeled skill areas. 1 2 3 4 5 NA

Supervision at the site included the review of my audio and/or video tapes. 1 2 3 4 5 NA

Site Supervision

My supervisor demonstrated knowledge and provided training in the following areas:

Assessment 1 2 3 4 5 NA

Program Development 1 2 3 4 5 NA

Record keeping 1 2 3 4 5 NA

Individual counseling including understanding student's personality style and developmental blocks. 1 2 3 4 5 NA

Group Counseling 1 2 3 4 5 NA

Case conceptualization skills such as learning about social, cultural, and behavior patterns.	1 2 3 4 5 NA
Formulating appropriate goals and knowledge of referral sources.	1 2 3 4 5 NA
Awareness and consideration of ethical and legal responsibilities.	1 2 3 4 5 NA
Serving as a role model	1 2 3 4 5 NA
Personal development	1 2 3 4 5 NA

My supervisor was sensitive to my own growth and allowed time for discussion of these above areas. 1 2 3 4 5 NA

Professional development: My supervisor was sensitive to my need for professional development and allowed time for discussion of this area. 1 2 3 4 5 NA

Other roles/training expectations of your supervisor not listed here:

_____	1 2 3 4 5 NA
_____	1 2 3 4 5 NA

Please provide any other comments about your field experience that will assist in this evaluation:

Thank you for your assistance.

APPENDIX L

HONORARIUM OR TUITION CREDIT FOR COOPERATING TEACHERS/MENTORS/SCHOOL COUNSELORS

Vanderbilt University provides a small honorarium or tuition credit to cooperating teachers, mentors, and school counselors as a token of our appreciation for their work with our student teachers, interns, or school counselor interns. The honorarium amount, based on the duration of the placement, is prescribed by the school system. The tuition credit is a policy established by Peabody College in 2003. If you request the honorarium, a check will be mailed to your home address as soon as possible after the request form is processed at the end of the placement and submission of the final evaluation forms with the Peabody supervisor. If you request the tuition credit (one hour of tuition credit for each placement during which you mentor a Peabody licensure student; credits may accumulate to cover a three-hour, graduate-level, Peabody course), you will receive additional information from the Office of Teacher Licensure. You are invited, additionally as an educator, to use the Peabody Education Library. Just go to the front desk during normal library hours (before 9pm) and identify yourself. If you have questions about the honorarium or tuition credit, or library use, please contact Chris LaFevor (Director of Teacher Licensure) at 322-8270 or chris.lafevor@vanderbilt.edu.

Please indicate your choice:

Honorarium _____ (Internship: \$125.00)

One-Hour Tuition Credit _____

Teacher's Name _____

Home Mailing Address _____
City Zip

E-mail address _____

Home phone _____

SSN# _____

Name of School _____

Name of Student Teacher _____

Placement Time: Fall Semester _____ (year) or Spring Semester _____ (year)

Thank you, on behalf of the Peabody students, faculty, staff, and administration for your important assistance in the preparation of new teachers or school counselors. Please return this form to the college supervisor/collaborator.

APPENDIX M

Tennessee Licensure Standards: Professional School Counselor (Pre-K through 12)

Date Standards Adopted or Most Recent Revision: October 21, 2005

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: September 1, 2007

Professional school counselors support teachers, other professional personnel, and parents in addressing the needs of students related to academic and career preparation and personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The professional school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisors. The counselor also communicates with and provides education to parents. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of professional school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Counselor preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.
2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.
3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.
4. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.

5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.
6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.
7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.
8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.
9. Understanding of the ethical and legal standards of school counseling professionals.
10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.
11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.
12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Program Implementation Standards

1. Candidates for licensure as a professional school counselor complete an approved preparation program in school counseling and a graduate degree.
2. Candidates for licensure acquire the knowledge and skills specified for professional school counselors. Candidates are recommended for licensure by an institution with an approved program in professional school counseling.
3. Professional school counselor candidates serve schools with grades pre-kindergarten through 12. Preparation programs will have identifiable aspects of both PreK-6 and 7-12 grade levels.
4. Institutions of higher education with approved preparation programs for professional school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.

5. Institutions of higher education and local school systems jointly organize the professional counselor clinical experience, comprised of both practicum and internship experiences, and are delineated in a written agreement. The clinical experience is the equivalent of at least a full semester in length. School counseling opportunities at both the PreK-6 and 7-12 grade levels will be provided to the candidate during the clinical experience. The combined school settings include a diversity of students. Candidates have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.
6. Candidates participating in the clinical experience are advised and guided by a site supervisor who has at least two years experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the institution of higher education, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.
7. Professional school counselor candidates without prior teaching experience will have an additional orientation experience in a school as an early part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation provides the candidate with teaching experiences and feedback regarding the candidate's teaching.
8. Institutions of higher education offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:
 - a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and
 - b) An interview or review of the candidate's application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational administration, professional school counseling, or other appropriate faculties.
9. Programs school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
10. School counselors who serve in a supervisory role are not required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.

11. Licensed school counselors who are candidates for an initial teaching license are not required to have an additional induction experience (either as an enhanced student teaching semester or a year-long internship).

12. Candidates from Tennessee and from other states who are licensed and endorsed at the graduate level in school counseling in Pre-K-8 or 7-12 may be granted the PreK-12 license provided they have met one of the following conditions:

- a) The candidate has at least one year of documented successful counselor experience in the grade span not covered by the existing endorsement and has a positive recommendation by the school; or
- b) The candidate has six hours of graduate course work in current content in school counseling in the grade span not covered by the existing endorsement. Candidates submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing.

If the candidate lacks (a) or (b), the candidate may be issued an Alternative Type I license endorsed counseling Pre-K-12, provided the superintendent indicates an intent to employ. The candidate must complete the required six hours of course work in current content in the area of school counseling in the grade span not covered by the existing endorsement. Candidates must submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing before the alternative license is renewed or before issuance of a regular license.

13. Candidates who have not yet completed the required clinical experience may be employed on an Alternative License Type I provided that the following conditions are met:

- a) The counselor preparation institution in which they are enrolled certifies that the candidate can complete the PreK-12 school counselor program within two years consistent with the institution's criteria;
- b) The candidate receives appropriate supervision by the institution during the clinical experience; and
- c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week and provide the opportunity to meet the grade level requirements necessary to certification.

14. Candidates who hold a graduate degree in community/agency counseling may be employed on an Alternative License Type I, provided the following conditions are met:

- a) The candidate is enrolled in an approved graduate program in professional school counseling;
- b) The candidate has completed at least 24 hours in graduate course work applicable to the professional school counseling program; and

- c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week.
15. Candidates who hold at least a master's degree in a counseling program or related field, such as school social work or school psychology, and have appropriate clinical experience may be employed on an Alternative Type II license provided the following conditions are met:
- a) The candidate successfully completes the specialty examination required by the State Board of Education; and
 - b) The local education agency certifies that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week; and

Prior to the first renewal of the alternate license, the candidate must enroll in an approved professional school licensure program and must submit evidence of satisfactory annual progress. The candidate must complete course work appropriate to the candidate's needs not to exceed 24 semester hours in an approved professional school counselor licensure program before the issuance of a regular license.

16. All candidates teaching on alternative licenses must be evaluated in accordance with procedures approved by the State Board of Education. Prior to the first renewal of the license, the candidates must have completed a successful evaluation.

17. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating school counselor preparation programs: Tennessee Model for Comprehensive School Counseling (2005); CACREP 2001 Standards for Accreditation, Council for the Accreditation of Counseling and Related Educational Programs (2001); Ethical Standards for School Counselors (2004); Code of Ethics, American School Counselor Association (2005); and current research related to school counseling.

18. The revised standards become effective no later than September 1, 2007.

APPENDIX N

AMERICAN SCHOOL COUNSELING ASSOCIATION SCHOOL COUNSELOR COMPETENCIES¹

History and Purpose

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. In recent years, the ASCA leadership has recognized the need for a more unified vision of the school counseling profession. "The ASCA National Model: A Foundation for School Counseling Programs" was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. The ASCA National Model provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy and systemic change. The School Counselor Competencies are a continuation of the effort for a unified vision, this time setting the standard for how school counselors are equipped to meet the rigorous demands of our profession and the needs of our K-12 students. These competencies are necessary to better ensure that our future school counselor workforce will be able to continue to make a positive difference in the lives of children.

Development of the Competencies

The development of the School Counselor Competencies document was a highly collaborate effort among many members of the school counseling profession. Following is a brief timeline of the document's developmental milestones: Various experts and stakeholders met in January 2007 over a period of two days to begin discussing and developing a set of competencies necessary and sufficient for effectively doing the work of a professional school counselor. Represented were leaders and members from ASCA, the Association for Counselor Education and Supervision (ACES), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), The Education Trust, district school counseling supervisors, practicing school counselors and counselor educators from across the country.

The committee charged ASCA with formulating a subcommittee, which eventually comprised practicing school counselors, district supervisors and counselor educators, to continue working on the document. The subcommittee was given a general outline and sample competencies and directed to ensure the document was consistent with the ASCA National Model. The subcommittee's work was then presented to the committee for feedback and once again edited. A public review period then followed. The School Counselor Competencies document is unique in several ways. First, this set of competencies is organized around and consistent with the ASCA National Model. Second, the competencies are comprehensive in that they include skills, knowledge and attitudes necessary for meritoriously performing the range of school counselor responsibilities (e.g., counseling, coordinating, consulting, etc.) over all four domains of comprehensive school counseling programs (foundation, management, delivery and accountability).

¹ SOURCE: American School Counseling Association, www.schoolcounselor.org.

These competencies have been identified as those that will equip the school counselor with the skills to establish, maintain and enhance the developmental school counseling program in all three domains (academic, personal/social, and career).

Application

ASCA views these competencies as being applicable along a continuum of areas. For instance, school counselor education programs may use the competencies as benchmarks for ensuring students graduate with the knowledge, skills and dispositions needed for developing comprehensive school counseling programs. Professional school counselors could use the School Counselor Competencies as a checklist to self-evaluate their own competencies and, as a result, formulate an appropriate professional development plan.

School administrators may find these competencies useful as a guide for seeking and hiring highly competent school counselors and for developing meaningful school counselor performance evaluations. Also, the School Counselor Competencies include the necessary technological competencies needed for performing effectively and efficiently in the 21st century.

A. Plans, organizes, delivers and evaluates a comprehensive school counseling program aligning with the ASCA National Model.

1. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess.
2. Describes the rationale for a comprehensive school counseling program.
3. Articulates the themes of advocacy, leadership, collaboration and system change, which are critical to a successful school counseling program.
4. Describes in detail the tenets of a comprehensive school counseling program and critiques their use as a basis for designing a program (describes the program's focus on all students, on prevention, on developmentally appropriate activities, on integration of the program into the school's mission, on a delivery system, on collaboration, on monitoring student behavior and achievement, on data-driven decision, on program improvement and on results).
5. Describes the benefits of a comprehensive school counseling program for all stakeholders (students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders).
6. Describes, defines and identifies the qualities of an effective school counseling program.
7. Describes the history of comprehensive school counseling programs.
8. Uses technology effectively and efficiently to plan, organize, deliver and evaluate the comprehensive school counseling program.
9. Demonstrates multicultural competencies in planning, organizing, delivering and evaluating the comprehensive school counseling program as reflected in the ASCA Ethical Standards for School Counselors.

B. Advocates, leads, collaborates and acts as a system change agent for student success.

Leadership

1. Understands and defines leadership and its role in comprehensive school counseling programs.
2. Identifies and applies a model of leadership to a comprehensive school counseling program.

3. Identifies and demonstrates professional and personal qualities/skills of effective leaders.
4. Identifies and applies components of the ASCA National Model that require leadership (advisory council, management system, accountability).
5. Challenges the non-school-counseling-related tasks assigned to school counselors if necessary.

Advocacy

1. Understands advocacy and its role in comprehensive school counseling programs.
2. Identifies and demonstrates benefits of advocacy with school and community stakeholders.
3. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills.
4. Reviews advocacy models, and develops a personal advocacy plan.
5. Understands district policy procedures and development and the legislative process.

Collaboration

1. Defines collaboration and its role in comprehensive school counseling programs.
2. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
3. Understands the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success.

System Change Agent

1. Understands system change and its role in comprehensive school counseling programs.
2. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process.
3. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success.

C. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

1. Examines personal, district and state beliefs, assumptions and philosophies about student success (what they should know and be able to do) and then writes a statement of personal beliefs in a clear manner.
2. Demonstrates knowledge of a school's particular educational philosophy and mission.
3. Conceptualizes and writes a personal professional philosophy (e.g., about students, families, teachers, school counseling programs and the educational process) consistent with this objective.
4. Understands and knows how to apply a consensus-building process to foster agreement in a group.

D. Develops a school counseling mission statement that aligns with the school, district and state mission.

1. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs.
2. Writes a sample mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision for how the program benefits every student.
3. Communicates the school counseling program philosophy and mission to all appropriate stakeholders.

E. Utilizes student standards (ASCA Standards for Student Competencies, state standards or district standards) to drive the implementation of a comprehensive school counseling program.

1. Crosswalks the ASCA Student Standards with other appropriate standards.
2. Prioritizes student standards that align with the school's goals.

F. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.

1. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors.
2. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society.
3. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
4. Understands the unique legal and ethical nature of working with minor students in a school setting.
5. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interest of students.
6. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
7. Models ethical behavior.
8. Continuously engages in professional development and uses resources to inform and guide ethical and legal work.
9. Practices within the ethical and statutory limits of confidentiality.
10. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas.
11. Understands and applies an ethical and legal obligation not only to students but to parents, administrators and teachers as well.

G. Implements the school guidance curriculum.

1. Crosswalks ASCA Student Standards with appropriate guidance curriculum.
2. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities.
3. Demonstrates classroom management and instructional skills.

4. Develops materials and instructional strategies to meet student needs and school goals.
5. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum.
6. Knows, understands and uses a variety of technology in the delivery of guidance curriculum activities.
7. Understands multicultural and pluralistic trends when developing and choosing guidance curriculum.
8. Understands the resources available for students with special needs.

H. Facilitates individual student planning.

1. Understands individual student planning as a component of a comprehensive program.
2. Develops strategies to implement individual student planning (e.g. appraisal strategies, advisement strategies, goal-setting strategies, decision-making strategies, social skills strategies, transition strategies or post-secondary planning strategies).
3. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel.
4. Understands career opportunities, labor market trends and global economics and uses various career-assessment techniques to help students understand their abilities and career interests.
5. Uses various tools, including technology, to assist students in academic, career and personal/social goal setting and planning.
6. Understands the relationship of academic performance to the world of work, family life and community service.
7. Understands methods for helping students monitor and direct their own learning and personal/social and career development.

I. Provides responsive services.

1. Understands how to make referrals to appropriate professionals when necessary.
2. Lists and describes issues addressed in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation.
3. Compiles resources to utilize with students, staff and families to effectively address issues in responsive services.
4. Understands appropriate individual and small-group counseling theories and techniques (e.g., rational emotive behavior therapy, reality therapy, behavioral, Adlerian, solution-focused brief counseling, person-centered and family systems.)
5. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.
6. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after a crisis.
7. Provides team leadership to the school and community in a crisis.
8. Involves appropriate school and community professionals as well as the family in a crisis situation.
9. Develops a database of community agencies and service providers for student referrals.
10. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach.

11. Understands and is able to build effective and high quality peer helper programs (e.g., the National Association of Peer Programs Programmatic Standards)
12. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling (e.g., mental health, marriage and family and substance abuse counseling) within a continuum of care.
13. Understands the role of the school counselor and the school counseling program in the school crisis plan.

J. Implements system support activities for the comprehensive school counseling program.

1. Creates a system support planning document addressing the school counselor's responsibilities for professional development, consultation and collaboration and program management.
2. Provides activities that establish, maintain and enhance the comprehensive school counseling program as well as other educational programs.
3. Conducts in-service training for other stakeholders to share school counseling expertise.
4. Understands and knows how to provide supervision for school counseling interns (future or present) consistent with the principles of the ASCA National Model.
5. Understands how to facilitate group meetings (e.g., the advisory council) to effectively and efficiently meet group goals.
6. Knows how to use and analyze data to evaluate the counseling program, research activity outcomes and identify gaps between and among different groups of students.

K. Negotiates with administration to define the management system for the comprehensive school counseling program.

1. Discusses and develops the components of the school counselor management system with the other members of the counseling staff.
2. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement.
3. Discusses the anticipated program results when implementing the action plans for the school year.
4. Participates in relevant professional organizations.
5. Develops a yearly professional development plan demonstrating how the counselor advances relevant knowledge, skills and dispositions; also communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals.
6. Uses personal reflection, consultation and supervision to promote professional growth and development.

L. Establishes and convenes an advisory council for the comprehensive school counseling program.

1. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program.
2. Determines appropriate education stakeholders for advisory council.
3. Develops meeting agendas.

4. Reviews school data, school counseling program audit and school counseling program goals with the council.
5. Records meeting notes, and distributes as appropriate.
6. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate.

M. Collects, analyzes and interprets relevant data to monitor and advantage student behavior and achievement.

1. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and intervene as needed.
2. Uses data to identify policies, practices and procedures leading to systemic barriers, successes and areas of weakness.
3. Uses student data to demonstrate a need for systemic change in such areas as course-enrollment patterns; equity and access; and the achievement, opportunity and information gaps.
4. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gaps.
5. Knows and understands theoretical and historical bases for assessment techniques.

N. Organizes and manages time to implement an effective program.

1. Identifies appropriate distribution of school counselor's time based on delivery system and school's data.
2. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program.
3. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-school-counseling-related activities.
4. Creates a rationale for the school counselor's total time spent in each component of the delivery system.

O. Develops calendars to ensure the effective implementation of the school counseling program.

1. Creates annual, monthly and weekly calendars to plan activities to reflect school goals.
2. Demonstrates time-management skills that include scheduling, publicizing and prioritizing time and task.

P. Implements data-driven action plans aligning with school and school counseling program goals.

1. Uses appropriate academic and behavioral data to develop guidance curriculum and closing the gap action plans and determine appropriate students for the target group or intervention.
2. Identifies ASCA domains, standards and competencies being addressed by the plan.
3. Determines the intended impact on academics and behavior.
4. Identifies appropriate activities to accomplish objectives.
5. Identifies appropriate resources needed.
6. Identifies data-collection strategies to gather process, perception and results data.

7. Shares results of action plans with staff, parents and community.

Q. Uses data from results reports to evaluate program effectiveness and to determine program needs.

1. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs.
2. Uses student data to support decision making in designing effective school counseling programs and interventions.
3. Measures results attained from school guidance curriculum and closing the gap activities.
4. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared.
5. Collects process, perception and results data.
6. Uses technology in conducting research and program evaluation.
7. Reports program results to professional school counseling community.
8. Uses data to demonstrate the value the school counseling program adds to student achievement.

R. Understands and advocates for appropriate school counselor performance appraisal process.

1. Conducts self-appraisal related to school counseling skills and performance.
2. Identifies how school counseling activities fit within categories of performance appraisal instrument.
3. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors.

S. Conducts a program audit.

1. Completes a program audit to compare current school counseling program implementation with the ASCA National Model.
2. Shares the results of the program audit with administrators, the advisory council and other appropriate stakeholders.
3. Identifies areas for improvement for the school counseling program.

APPENDIX O

METRO NASHVILLE SCHOOLS POLICY

FINGERPRINTING (for security clearance) For College Students in Metro Schools

The legal department of the Nashville Public Schools system required that all university students in practicum, student teaching, or internship placements in Metro Nashville schools must be fingerprinted by **Cogent Systems** prior to entry into a Metro school. As a result of fingerprinting, a TBI/FBI background check also will be done for each student. The \$56 fee, which can be paid by credit card when you telephone to register (or by money order if you pay on site at Metro Schools), covers both the fingerprinting and the TBI/FBI background checks. Once a VU student has done the fingerprinting, the student is "covered" throughout the undergraduate or graduate program and will not be required to complete additional fingerprinting as part of an application for substitute teaching or employment in Metro schools as a teacher after program completion.

Following are the instructions:

1. Call 1-800-964-7690 to register* for fingerprinting at the Metro Schools Board of Education (2601 Bransford Avenue—hours are 8-5:00, M-F). Map is available from www.mapquest.com-- just enter the street address.
2. When you go to the Board of Education offices:
 - (a) Give a money order (no cash or credit card) for \$56 to the fingerprint official (if you have not already paid by credit card via telephone registration)
 - (b) Provide the ORI code TN930050Z to the official to be sure Metro Schools will receive the results of the TBI and FBI background checks.**
 - (c) Tell the fingerprint official that you are a Vanderbilt student.
3. You will be contacted by Metro officials if there are concerns after the background check is completed.
4. Make a copy of your receipt of fingerprinting. Keep the original in your "official documents file" at home; keep the copy with you at all times when you are in a Metro school.

Please contact Chris LaFevor (Office of Teacher Licensure--322-8270) if you have questions.

*Cogent Systems, which TBI contracted for fingerprinting services (Metro Schools did not have a choice) will not make appointments for fingerprinting. Best times to go to the Board of Education for fingerprinting are 8-9am and 4-5pm.

APPENDIX P

FIRST AID AND CPR TRAINING

To meet some of the state standards for dealing with emergencies in the schools, first aid and CPR training are required. Training must have been completed no more than two years prior to the time of licensure recommendation at the end of the program. Fulltime graduate students should complete training prior to program entry or during the first semester in the program.

A copy of the first aid and CPR certificates/cards must be in the licensure file prior to beginning field placements. (see www.peabody.vanderbilt.edu/licensure)

For 2006/2007, day-long courses that cover standards for both first aid and CPR are offered on four Saturdays in the fall semester at the Vanderbilt Recreation Center for your convenience.* Information about dates, cost, and registration procedures may be found at www.vanderbilt.edu/campusrecreation (click on “classes” in left column) or call the VU Rec Center (615-434-6627). Information also will be included in email messages sent through the Vanderbilt email system to all teacher education students. **NOTE: Training also may be done at American Red Cross, American Heart Association, YMCA/YWCA, or hospital (etc.) facilities licensed to do the training. (On-line classes are not acceptable for either first aid or CPR.)**

1. First Aid: First aid training is standard.
2. CPR: There are different courses in CPR (i.e., infant/child, adult, or “community”— which covers all). The preference is for teachers to be trained for infant/child AND adult CPR. The minimum acceptable training addresses the age/size students to be served by the endorsement area being sought. For example, elementary endorsements need at least the infant/child CPR class. Secondary endorsements need at least the adult CPR class.

ALL LICENSURE STUDENTS NEED BOTH A FIRST AID CLASS AND A CPR CLASS. To document your training, send/mail/deliver a copy of the fronts of your FA and CPR certificates (to be placed in your licensure file prior to screening II consideration) to:

Chris LaFevor, Director of Teacher Licensure
FAX: 615-343-3474 (no cover sheet needed)
Mail: Peabody 501, Vanderbilt Univ., Nashville, TN 37203
Office: 210 Peabody Administration Building

For additional information, call: 615-322-8270 (Office of Teacher Licensure)