



UNIVERSITY OF
SAINT JOSEPH

CONNECTICUT

School Counseling

Practicum and Internship Information and Forms

2016-2017



School Counseling Practicum & Internship Handbook

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Practicum/Internship

The practicum/internship experience provides a guided transition from the academic setting to the professional field of work at a supervised entry level. Practicum/internship activities are many and varied, drawing upon the student's entire range of preparation and experience. The activities and requirements of the practicum/internship are aimed at preparing a school counselor for practice. Such preparation involves the continued personal development of the counselor as a person, the further acquisition of specialized skills and knowledge and first-hand exposure to the day-to-day job requirements to which school counselors are expected to function in the work setting. Grading is Pass/Fail.

Overview and Orientation for Clinical Fieldwork Phase

The fieldwork phase of the School Counseling Program is clearly the culmination of skill development and knowledge acquisition the student has obtained during many months of study. To fully get the most out of the fieldwork phase of the program it is important that students and their on-site supervisors have a clear grasp of the big picture regarding the educational goals during this phase of education. To that end, this document has been prepared as brief overview of the educational goals and expected outcomes for the field work experience.

First it should be clear that the ultimate goal of the School Counseling Program, in general, is to produce well educated professional counselors capable of providing counseling services in a competent and ethical manner and qualify for State of Connecticut certification as a school counselor. To that end, the overall counseling curriculum has been organized around four domains of clinical practice. They include: 1) building broad-based skill competencies, 2) developing the ability to conceptualize the nature of a child's problem or ongoing struggle, 3) constructing an appropriate counseling plan aimed at assisting the client, and 4) actively addressing the counselor's own deficits and working toward positive growth for the purpose of reaching fuller potential as a counselor and a person. Although each of the courses that comprise the school counseling program addresses one or more of the aforementioned domains of clinical practice, it is during the field placement where each of these practice elements comes into full play simultaneously.

Despite in depth skill practice and concentrated attention to practice-related knowledge acquisition, the experience of applying all aspects of school counseling practice upon entering a real-life setting can often be overwhelming for the student intern. In response, we have worked toward helping the student to build their practice repertoire in a stepwise progression by emphasizing very specific elements in each of the three courses that serve to comprise the field experience. The on-site school counseling supervisor and on-campus clinical instructor have the task of monitoring and evaluating the student's progress in the specified areas of focus as the student progresses through each of the courses that comprise the field experience phase of the program.

Student evaluations will be competency based and guided through the use of the School Counselor-in-Training Evaluation which has been attached. The School Counselor-in-Training Evaluation consists of four sections each of which address one of the domains of clinical practice. For a student to progress from Practicum to Internship I and from Internship I to Internship II, he or she must be able to demonstrate increasing levels of competence and adequately reach the goals set for the semester's work. The on-campus supervisor will base assessment on evidence provided in written work, in class performance, site evaluation and through consultation with the on-site clinical supervisor.

Evaluation of Students **Professional Readiness Statement**

The Faculty of the Department of Counseling and Applied Behavioral Studies recognizes and takes seriously their ethical responsibility to monitor the readiness of students wishing to enter the counseling profession.

The ACA Code of Ethics states that counselors (counselor educators) must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout their training programs. The ethical code of the ACA (American Counseling Association) section F.6.b, F.9.a. and F.9.b. (2014) holds that counselor educators are obliged to address personal and professional limitations of students and supervisees:

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.9.a. Evaluation

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

The Faculty takes the ethical responsibilities stated and implied with the ACA code of Ethics seriously. Therefore, the Faculty will function as an educational team to assess and monitor the presence of any limitations that may impede a student's progress within the program and/or in the delivery of

counseling services. This assessment will address academic and non-academic (interpersonal functioning) aspects of the student's performance.

If a student discloses personal information to a Faculty member, that faculty member may share that information with other appropriate faculty. Such information will only be shared to the extent necessary to assess the student's ability to serve in the role of professional counselor. Faculty members may also consult each other if it is observed that a student behaves in a manner that is inappropriate, unprofessional, and/or raise questions regarding that student's readiness for the profession. When a faculty member observes a student who, through behavior or manner of presentation, compromises the educational process, the welfare of present or future clients, and/or the ethical standards of the profession, that Faculty will follow these prescribed steps:

The faculty member who has concerns about a particular student will meet with the student to discuss the nature of the observations made and the reasons for concern. During this meeting, specific expectations for future behavior and/or manner of interpersonal presentation will be stated. The faculty member and the student will discuss options open to the student for remediation and change. It will then be the student's responsibility to take appropriate steps toward meeting the stated expectations. The faculty member will write a follow-up letter to the student documenting the discussion and any agreement reached regarding expectations for change and desired outcomes. A copy of the follow-up letter will also be sent to the student's advisor. The nature of the faculty member's concern and content of discussion during the meeting will be noted during the next regular departmental review of the student's progress.

Should the faculty member or other faculty members continue to observe problematic behavior, written notification will be sent to the student specifically documenting the nature of the observations, the earlier attempt to address concerns with the student, and the lack of observable improvement. A copy of this letter will also be sent to each member of the core faculty and the Academic Dean's Office.

Once this letter is received, the student's advisor will call a meeting with the student and the faculty member who has written a notification of concern. If the faculty member voicing the concern is the student's advisor, the Department Chair will call this meeting. During this meeting the nature of the concern and related issues will be reviewed. Together the faculty member, the student, and the student's advisor (or Program Chair) will discuss possible options to appropriately address the concerns.

If the Faculty see no measurable improvement a formal review of the issues and concerns will be conducted. Prior to the review the student may provide, in writing, any information that he/she wishes to have the Faculty take into account during the review process. Among the options open to the faculty in such cases are, but are not limited to, the following: course selection recommendations, pacing of course enrollment, delaying of the field experience, a recommendation of entering counseling and providing evidence that necessary changes have been made, granting an administrative leave of absence, or dismissal from the program. A formal report of the Faculty's decision and recommendations will be sent to the student and the Academic Dean.

Note: The student has the right to file a formal grievance at any point in the process outlined above. The Student Grievance Policy is published in both the Graduate Catalog and the Graduate Student Handbook.

Basic Requirements

A. Time

Practicum

The program requires students complete supervised practicum experiences that total **100 clock hours at an approved practicum site**. Under supervision, the practicum provides for the development of individual and group counseling skills, as well as comprehensive school counseling program activities. The student's practicum includes the following:

- a minimum of **40 hours** of direct service with students appropriate to the program, so that experience can be gained in individual and group interactions;
- a minimum of **one (1) hour** per week of individual site supervision (using audio recordings, video recordings, and/or direct observation) over a minimum of one academic term;
- **1 hour and 30 minutes** per week of group supervision on-campus;
- **1 hour per week** of individual or triadic supervision on campus; and
- evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

Internship I & II

The program requires students to complete a 700 hour school counseling internship over a period of 10 school months. The internship requirement is for two consecutive semesters. (*NOTE: If an individual holds a CT teaching certificate and has a minimum of 30 months' classroom teaching experience, the student is eligible to complete a 700 hour internship in a single semester.*) Consideration should be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in comprehensive school counseling programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's internship includes the following:

- a minimum of **240 hours** of direct service with students appropriate to the program of study;
- weekly interaction with an average of **one (1) hour** per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
- **2 hours and 30 minutes** per week of group supervision, throughout the internship.
- the opportunity for the student to become familiar with a variety of professional activities other than direct service;
- the opportunity for the student to develop audio and/or video recordings of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision;
- the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate provides; and
- a formal evaluation of the student's performance during the internship by a program faculty supervisor and consultations with the site supervisor.

NOTE: A student in Internship II who has completed 80% of the required hours (480 total hours/190 direct client contact hours) at completion of the course must register for COUN 599: Clinical Supervision, for zero credits to complete the required hours.

A student in Internship II who has NOT completed 80% of the required hours (480 total hours/190 direct client contact hours) at the completion of the course must register for COUN 599: Clinical Supervision for three (3) credits to complete the required hours.

B. Supervision

Site supervisors must have (1) a minimum of a master's degree, preferably in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP, p.15)

Overview Outline for Clinical Instruction

Practicum

Broad Educational Goal: The practicum is thought to be a formal orientation to working in a school setting. As such, the educational goals for this portion of the fieldwork placement are aimed at helping the student establish a solid base of clinically related skills and professional role skills. The specific areas of emphasis for meeting educational goals are listed below:

Introduction to field placement, student population served, policies and procedures of the school, etc.
Beginning application of a range related skills such as:

- Counseling, including forming effective therapeutic relationships and the use of micro skills in counseling sessions;
- Consulting with parents, teachers, staff, administrators and community based organizations;
- Coordinating to make use of school and community resources for student planning and placement;
- Curriculum Management through participation in comprehensive school counseling curriculum activities;
- Individual Planning through the development of education and career plans;
- Contextual Assessment and how it may impact the counseling process (spirituality, culture, race, ethnicity, sexual orientation, SES, etc.);
- Application of ACA & ASCA Code of Ethics and state and federal laws and statues governing practice.
- Maximize use of on-site supervision and on-campus clinical instruction.
- Professional Presentation and Demeanor

Internship I

Broad Educational Goal: Upon entering Internship I, the student is understood to have established a degree of mastery regarding the basics of establishing rapport within the context of a school counseling relationship and the ability to employ a variety of developmental counseling and consultative skills. During Internship I the student is expected to continue to build on this base while attending to the challenge of developing a theoretical context upon which the application of counseling skills and techniques are based. Within the internship setting, the student will continue to build the

skill areas articulated above (Counseling, Consultation, Coordination, Curriculum Management, Individual Planning, Contextual Assessment and Professionalism.)

Within the campus based internship class, there are additional areas of emphasis:

Specific Emphasis I: The application of counseling theory for the purpose of informing counseling practice as it applies to the counseling process of client change within a school setting.

Specific Emphasis II: Special topical seminar discussions regarding common problems or issues with which students are often presented:

- Substance Abuse
- Family problems and academic impact
- Culturally-Sensitive School Counseling
- The school counselor and Psychopharmacology
- Trauma and Abuse, and academic impact
- Asperger's, ADHD, etc.

Internship II

Broad Educational Goal: Counseling has been referred to as an art and a science. The emphasis on science increases during Internship II. In this final phase of the fieldwork experience students will focus attention on learning more about how outcome research can help to inform school counseling approach, program design, and outcome evaluation.

Specific areas of emphasis for meeting educational goals are listed below.

Specific Emphasis: Application of counseling process and outcome research to counseling practice. Students can expect to read research journal articles that address issues of treatment and outcome and demonstrate how such research has been employed in writing the counseling plan and served as an influence in the counselor's work.

Guidelines

Developing a Practicum Placement

The choice of school sites for practicum and internship should reflect a student's career goals as well as the requirements of the program. School Counseling students are to experience diverse student populations in their practicum and internship sites. These should include experiences with urban, suburban and rural settings, grades K-12, and racially and ethnically diverse student populations. For instance, a student who thinks he or she might ultimately like to work with a high school age population in a suburban setting might choose an Internship reflecting that population after completing a Practicum in an urban middle school to reflect a broader spectrum of experience. Under ordinary circumstances, students are not to use the same school site for practicum and internship.

USJ has a list of schools with which it has ongoing training relationships. Students are encouraged to make exploratory contact with schools that correspond to their career and program goals. In consultation with the contact person from the school, students should assess the setting for its potential training opportunities and the degree to which the setting might correspond with the students ultimate career goals. It is the student's responsibility to make a determination about whether a proposed placement setting can reasonably meet one's needs and whether one's expectations are realistic. The

School Counseling Internship Coordinator is available to consult with students about their placement decisions.

The Field Supervisor

The field supervisor is a professional who is employed as and holds a Certificate as a School Counselor in the State of CT. S/he must have three or more years of experience as a school counselor.

The field supervisor fulfills the following duties and responsibilities:

1. Negotiates the practicum/internship contract between the student and the placement site with respect to specific expectations and time commitments;
2. Orients the student to the school setting, policies; and procedures.
3. Negotiates the student's work schedule;
4. Monitors the student's on-the-job performance;
5. Meets with the student at least one hour each week for supervision case review, tape critique and personal feedback;
6. Makes recommendations to the practicum instructor relevant to the evaluation of the student's performance.

It is expected that students will not arrange supervision with someone with whom he/she is also relating in some other capacity (i.e., counselor, spouse, lover, friend, etc.). This is to avoid the possibility of a dual relationship with supervisors.

Using a Job as a Practicum

At times students are fortunate enough to work at a site where there is the opportunity to use the site as a placement for their Practicum or Internship. In order that you have a productive and educationally enriching experience, the following guidelines have been developed.

To begin the process of using your job as a placement, you must first meet with the School Counseling Program Director. S/he will schedule a meeting with the site and supervisors, as appropriate.

- The practicum/internship must give you the opportunity to practice as a counselor. On your practicum/internship contract, it must be clearly delineated what the new learning will be at the site and a description how this will be differentiated from, or incorporated into your employment duties.
- Your employment or administrative supervisor must not be your clinical supervisor. (This is in keeping with the ACA Code of Ethics that states that dual relationships are to be avoided.)
- You must be allowed to be a student learner. In other words, there must be a provision for you to receive the support that any other student intern would receive to help support them in becoming a proficient counselor.
- If you will be working with the same client population as you do for your job, your new role of a graduate intern must be made clear with the clients, as you would in any setting regardless of population.
- If you have any questions about the feasibility of using the site as a practicum/internship, this should be discussed with the School Counseling Program Director.
- Refer to the CACREP guidelines (below) for clinical instruction and supervision.

Clinical Instruction

A **clinical instruction environment**, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and recording);
2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;
3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;
4. settings with observational and/or other interactive supervision capabilities; and
5. procedures that ensure that the client's confidentiality and legal rights are protected.

Site supervisors

Site supervisors must have (1) a minimum of a master's degree, preferably in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of three years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Evaluation

At the end of each semester, the On-site Supervisor completes the School Counselor-in-Training evaluation form. This evaluation should be mutually discussed and signed, after which the student will return it to the on-campus supervisor AND give a copy to the Counseling Office for his/her file. In addition the student will complete an evaluation of the internship site and supervision received.

Professional Liability Insurance

Liability insurance is mandatory. The American School Counselor Association (ASCA) and the American Counseling Association (ACA) provide the opportunity to acquire professional insurance at a student rate. However, membership in ASCA or ACA is necessary to purchase this insurance.

ASCA-- <http://www.schoolcounselor.org/content.asp?contentid=185>

ACA Insurance Trust – sign up on line at www.hpsso.com

Students must submit documentation of insurance to the Department annually.

Application for the Practicum/Internship

Students need to meet with the Internship Coordinator prior to registration, and to have her signature on the Application. **Students CANNOT register for the practicum/internship course** until the practicum/internship site and on-site supervisor is approved, their application is signed, and the completed/signed **application** is submitted to the Department of Counseling and Applied Behavioral Studies Office along with

- a copy of professional liability insurance documentation,
- the on-site supervisor's resume,
- the student's contract with the school and
- receipt of fingerprinting.

Professional Commitment

In consultation with the Internship coordinator, Practicum/Internship students are responsible for securing their own practicum/internship placement. In accepting a particular practicum or internship site, students are expected to fulfill their obligations to the site for the specified period of time they negotiated. As professionals, students understand their professional responsibilities to their school clients, to the school, and to the Department of Counseling and Applied Behavioral Studies. Students are expected to fulfill their professional commitments and to demonstrate effective ways to negotiate these obligations to the site's policies and personnel. Campus supervisors are available to facilitate learning and address potential trouble areas.

Documentation

Required documentation

Before beginning Practicum and/or Internship, and *before any hours accrued can be counted*, all students must have submitted to the Department the following:

- Practicum/Internship Application
- Practicum/Internship Contract
- Verification of current Liability Insurance
- Supervisors resume or vitae showing appropriate education, licensure or certification. It is students responsibility to assure that we have *their* supervisor's resume when a site has been used previously.
- For School Counseling students only- Verification of background check and fingerprinting completed through CREC.

Evaluation, Grade and Hours

Each month, students must complete the site log documenting their supervisory, total, and contact hours. Students must sign, obtain supervisors signature, and submit to Faculty Supervisor in a timely manner. Faculty Supervisor will review and sign these logs, and turn into the Department in a timely manner.

At the completion of each Practicum and Internship semester, Site Supervisors will complete the evaluation of the student online, print and sign the completed evaluation, and discuss it with the student. Faculty supervisor will complete the same evaluation on each student, print and sign the completed evaluation, and also discuss it with the student. *Faculty will only enter a grade for a student once both of these forms have been completed and are ready to submit to the department.*

At the completion of each Practicum and Internship semester, students are also required to complete an online evaluation of the Site and Site Supervisor. This information is used for other students considering the site and decisions about future placement viability. This information may be submitted anonymously and will not affect a student's grade. It is recommended that the Faculty Supervisor track the submission of these evaluations.

Policy for Student Withdrawal from Practicum and Internship Training Site

Infrequently, a student may wish to withdraw from their practicum or internship site for a number of reasons. An appropriate withdrawal, or "termination," from a site is important for the student's clients, the site supervisor and the site, the student, and the Department of Counseling and Applied Behavioral Studies. When site-related problems do arise, students should discuss their concerns with their site supervisor so that steps can be taken to improve the conditions. (Of course, the student may also want to consult with campus supervisors, advisors, and other USJ faculty to map out the appropriate steps to be taken to deal with the concerns). In the event that the student determines that withdrawal is the

only viable option, students should inform their site supervisor, their campus supervisor, and the Internship advisor or her/his decision, giving a two-week notice of termination. The student should follow verbal notification with written notification as described in the “notification of Student’s Withdrawal from Practicum/Internship Training Site” form.

Tips for Identifying a Practicum and Internship Site

General Resources

- USJ School Counseling Program Director
- USJ faculty/advisor
- School Counseling Practicum/Internship Book
- Networking with student peers and alumnae

Choosing a School Placement: Plan to interview at a couple schools; don’t decide on the first one!

Know yourself.

Questions to ask yourself:

- With what age students do I want to work?
- What school settings are of particular interest to me?

Questions to consider as you collect information during the interview:

Re: Supervision and site orientation:

- What is my impression about the quality of supervision?
- Is the supervisor experienced in teaching/working with interns?
- Is this person (who will be my supervisor) someone I can work with?
- How does this supervisor view his/her role? Am I comfortable with this?
- Will the supervisor be accessible for supervision, guidance, and instruction?
- Will there be other school counselors with whom I can consult?
- Is there a Comprehensive School Counseling Program in place at the school?
- Will I be exposed to a variety of experiences such as performing assessments, individual and group counseling, planning and delivering classroom lessons, etc.?
- Are there learning opportunities that I would consider interesting and challenging?
- Is the school setting one where I would feel comfortable?
- Taking into consideration my career plans and motivation for being a school counselor, will this site help me get there?

Practical Issues:

- Will I be able to manage the commute and schedule?
- Is the location as convenient as I need based on my other obligations?
- Does the site take into account my current training, but at the same time stretch my skills while not extending beyond a point where I would be uncomfortable?

Practical How-To Advice

- Begin with a phone call to the school counseling office.
- Once the appointment is made, send a cover letter with resumé.
- The interview should be just like any job interview; put your best foot forward.
- Ask questions that are important to you.

- Whenever possible, talk with other school counselors at the site (including interns, former interns, etc.).
- Be prepared to talk about internship agreement (hours expected, etc.).
- Send a follow-up letter after the interview.
- Once placement is agreed upon, construct your personal practicum/internship site goals (part of the contract you will present to your site supervisor).
- Have contract signed by site supervisor and internship coordinator.

Practicum/Internship
Applications, Contracts
Letters, Forms, Information and
Evaluations



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

Department of Counseling and Applied Behavioral Studies

SCHOOL COUNSELOR-IN-TRAINING PRACTICUM/INTERNSHIP APPLICATION

Student Name _____

Address _____

_____ E-mail _____

Phone # _____

Days/time I plan to complete my practicum/internship:

Include start date and end date _____

Site Information

Name of School _____

Site Supervisor's Name _____

Title _____

Address _____

Phone # and E-mail: _____

(Please provide supervisor's resume. The Department of Counseling and Applied Behavioral Studies must have the supervisor's resume on file.)

Student Professional Liability Insurance (Mandatory):

Please provide proof of Professional Liability Insurance

Copy Attached _____ Yes

Application will not be approved until insurance documentation is provided

Signature of USJ School Counseling Program Director

Date



Department of Counseling and Applied Behavioral Studies

SCHOOL COUNSELOR-IN-TRAINING PRACTICUM LEARNING AGREEMENT

Name _____ will be a School Counselor-in-Training at:

Site _____

From _____ to _____

for at least _____ hours per week on the following days: _____

The School Counselor-in-Training will receive the following supervision on-site:

The Supervisor, _____ will meet with the School Counselor-in-Training

for _____ hours per week to discuss _____

Supervisor's E-mail: _____

Supervisor's training in clinical supervision – specify type and date(s) received. Attach copy of relevant certification:

We, the undersigned, understand that for Practicum the program requires students to complete supervised practicum experiences that total **100 clock hours**. Under supervision, the practicum provides for the development of individual and group counseling skills, as well as comprehensive school counseling program activities. The student's practicum includes the following:

- a minimum of **40 hours** of direct service with students appropriate to the program, so that experience can be gained in individual and group interactions
- a minimum of **one (1) hour** per week of individual site supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term.
- **1 hour and 30 minutes** per week of group supervision on-campus;

- **1 hour per week** of individual or triadic supervision on campus; and
- evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

Site Supervisor's Signature

Date

Student's Signature

Date

USJ School Counseling Program Director's Signature

Date:

Please return one copy of this contract to your Site Supervisor and one copy to the Department of Counseling and Applied Behavioral Studies. Thank you.



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

Department of Counseling and Applied Behavioral Studies

SCHOOL COUNSELOR-IN-TRAINING INTERNSHIP LEARNING AGREEMENT

Name _____ will be a School Counselor-in-Training at:

Site _____

From _____ to _____ for at least _____ hours

per week on the following days: _____

The School Counselor-in-Training will receive the following supervision on-site:

The Supervisor, _____ will meet with the School

Counselor-in-Training for _____ hours per week to discuss _____

Supervisor's E-mail: _____

Supervisor's training in clinical supervision – specify type and date(s) received. Attach copy of relevant certification:

We, the undersigned, understand that for Internship the program requires students to complete a ten month full-time internship residency. The internship requirement is for two consecutive semesters. (NOTE: If an individual holds a CT teaching certificate and has a minimum of 30 months' classroom teaching experience, the student is eligible to complete a 600 hour internship in a single semester.) Consideration should be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in comprehensive school counseling programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a

regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's internship includes the following:

- a minimum of **240 hours** of direct service with students appropriate to the program of study;
- weekly interaction with an average of **one (1)** hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
- **2 hours and 30 minutes** per week of group supervision, throughout the internship. (Seminar class)
- the opportunity for the student to become familiar with a variety of professional activities other than direct service;
- the opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision;
- the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate provides; and
- a formal evaluation of the student's performance during the internship by a program faculty supervisor and consultations with the site supervisor.

Site Supervisor's Signature

Date

Student's Signature

Date

USJ School Counseling Program Director's Signature

Date

Please return one copy of this contract to your Site Supervisor and one copy to the Department of Counseling and Applied Behavioral Studies. Thank you.



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

Clinical Mental Health Counseling and School Counseling Programs

Site Supervisor Evaluation of Student-Intern

Course: Please Circle Correct Option	Practicum CMHC		Internship I CMHC		Internship II CMHC
	Practicum School Counseling		Internship I School Counseling		Internship II School Counseling

Name of Student:

Name of Site/Location:

Supervisor's Name:

Supervisor: Please circle licenses you hold. LPC LADC LMFT Psychologist LCSW Other:

Supervisor: Please indicate which certifications you hold. CT School Counseling Certification Other:

Please rate the student on the scale provided:

Expanded Counseling Skills Rubric

Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets expectations	Exceeds expectations	Not applicable or don't know
1. Develops and deepens the counseling relationship by demonstrating the ability to display positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.					
2. Uses a range of counseling skills when working with individuals.					
3. Demonstrates group counseling skills including scanning, facilitating member to member communication, mediated confrontation, etc.					
4. Accurately and sufficiently explores and reflects client's expression of affect, content, and meaning.					
5. Demonstrates an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.					
6. Formulates a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client.					

7. Counselor adequately demonstrates ability to self reflect; can articulate how one's own struggles can influence the counseling relationship.					
8. Responds positively to feedback and seeks supervision as needed.					
9. Understands how counselor's own values and ethnocentric biases can impact the counseling process.					

Comments:

Please rate the student on the scale provided:

Theory and Practice

Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets Expectations	Exceeds Expectations	Not Applicable or Don't Know
1. Applies a theoretical basis in counseling practice with individuals					
2. Demonstrates knowledge of theory related to group practice					
3. Demonstrates appropriate counseling techniques and interventions for practice setting					
4. Provides individual and group counseling services that are appropriate to setting and diversity with clientele.					
5. Demonstrates the ability to interpret tests and use appraisal instruments appropriately in the counseling environment.					

Comments:

Please rate the student on the scale provided:

Attitudes, Values and Ethics Rubric

Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets Expectations	Exceeds Expectations	Not Applicable or Don't Know
1. Demonstrates mature and professionally responsible behavior					
2. Demonstrates knowledge of the ethical standards of the American Counseling Association (ACA), or the American School Counseling Association (ASCA).					
3. Respects the potential within the whole person and her/his experience.					
4. Values the health and wellbeing of self by demonstrating personal balance, emotional health and self-care.					

5. Respects the counseling process as a vehicle for change by honoring the human struggle, valuing the role of pain in the growth process, and valuing the use of self in the interpersonal process.					
6. is committed to professional development through continued learning and growth in the community of professionals.					
7. Attends to state and federal laws pertinent to their role and function as a counselor					

Comments:

Please rate the student on the scale provided:

Consultation and Collaboration

Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets expectations	Exceeds expectations	Not applicable or don't know
1. Demonstrates knowledge of theory and practice related to school based or mental health consultations					
2. Consults and collaborates (including initiating and maintaining relationship) with other professionals (therapists, teachers, administrators, etc.) to meet the client's/student's needs					
3. Consults with family members/parents as appropriate					
4. Makes appropriate referrals to school/community or mental health agencies					
5. Demonstrates knowledge of community/school resources as needed for continuation of care					

Comments:

Please rate the student on the scale provided:

Preparation and Training

Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets expectations	Exceeds expectations	Not applicable or don't know
1. If the site has other interns or practicum students, how prepared was this student in comparison to peers from other disciplines and/or other universities?					
2. How well do you feel the USJ Counseling Programs prepare students for their clinical/school placement experiences?					

3. How well do you feel the USJ Counseling Programs prepare students for integrating theory into practice?					
4. Would you/your agency or school be willing to have USJ students in the future?					

Are there specific areas in which you believe the USJ students were not well prepared, and if so, which?

What suggestions would you make related to enhancing USJ students' training?

The following section is for supervisors of School Counseling students only.

<i>Please rate the student on the scale provided:</i>	<i>Developmental Guidance and Curriculum Management</i>				
Check appropriate box using the rating scale shown:	Does not meet expectation	Moving toward meeting expectations	Meets expectations	Exceeds expectations	Not applicable or don't know
1. Able to design a sequential and developmentally appropriate school counseling curriculum in accordance with the competencies and indicators outlined by the Connecticut School Counseling Program					
2. Able to implement and deliver the program using systematic approaches					
3. Able to evaluate the impact of the program					
4. Demonstrates the ability to modify teaching, methods or program based on feedback and evaluation					
5. Able to assist students in establishing personal goals and developing future plans					
6. Articulates a method of systemic delivery of individual planning to all students appropriate to their age, grade level, and cultural diversity					
7. Promoted parental involvement in individual planning sessions					
8. Uses evaluations of the counseling program to modify programs and activities					
9. Demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents, and the community					
10. Manages time, space, materials and technology for the provision of the counseling program					

Comments:

Please describe the strengths of this student:

In what areas does this student need improvement?

Thank you for your participation in the training of our students.



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Clinical Mental Health Counseling and School Counseling Programs

Counseling Student's Evaluation of Practicum/Internship Site and Site Supervisor

Course: Please Circle Correct Option	Practicum CMHC		Internship I CMHC		Internship II CMHC
	Practicum School Counseling		Internship I School Counseling		Internship II School Counseling

Site Name:

Site Address:

Supervisor's Name:

Evaluation of Site and Experience

Check appropriate box using the rating scale shown:	Excellent Outstanding	Good	Needs Improvement	Poor	Not Applicable /Don't Know
1. Communication of site/school's mission statement and goals					
2. Orientation to the site/school's policies, procedures and protocols					
3. Minimum of 1 hour of supervision each week					
4. Quality of on-site supervision					
5. Availability of supervision for crisis situations.					
6. Additional learning opportunities provided, i.e. in-service trainings, staff meetings, opportunities to observe other staff, etc.					
7. Adequate opportunities to engage in direct service and indirect services to obtain required hours.					
8. Exposure to professional roles and functions of the professional/school counselor.					
9. Professionalism of staff, including counselors and other professional staff, administrators, clerical staff and paraprofessional staff.					
10. Information about, opportunity for, and encouragement of networking and collaborations with community agencies and/or other professionals.					

Additional Comments:

Evaluation of Organizational Atmosphere, Physical Facilities and Site Resources

Check appropriate box using the rating scale shown:	Excellent Outstanding	Good	Needs Improvement	Poor	Not Applicable /Don't Know
1. Counseling rooms and offices that assure privacy					
2. Computers, office supplies, copiers					
3. Availability of assessment, evaluation or other instruments					
4. References, e.g. Counseling and self-help books, videos, etc.					
5. List of referral sources					
6. Organizational climate and receptivity to students					

How would you rate your overall experience? (Circle)

Fair Satisfactory Good Excellent

Would you recommend this site to other Counseling students? (Circle) Yes No

Why/Why not?

Did this site offer relevance and range of experiences to satisfy your career goals and help you grow as a professional counselor? (Circle) Yes No

Please explain:

Evaluation of Supervisor

Check appropriate box using the rating scale shown:	Excellent Outstanding	Good	Needs Improvement	Poor	Not Applicable /Don't Know
1. Supervisor encouraged me to use counseling theories, to inform interventions or strategies.					
2. Supervisor helped me to understand the impact of diversity and multiple perspectives in making sound and appropriate interventions.					
3. Supervisor observed and critiqued my sessions, groups, lessons and assessments on a regular basis.					
4. Supervisor was punctual and consistent with my supervisory sessions.					

5. Supervisor was available for consultation at times other than scheduled supervision.					
6. Supervisor helped me to define and maintain ethical behavior using ACA/ACSA ethical standards.					
7. Supervisor helped me to achieve specific goals for my practicum/internship experience.					
8. Supervisor helped me to understand the role of social, psychological, political, historical, and cultural forces that affect the lives of clients/students.					
9. Supervisor gave me feedback on my ability to interpret and utilize clinical/educational data, reports, interviews and assessments.					
10. Supervisor allowed me to discuss and resolve problems within my practicum/internship in a supportive environment.					
11. Supervisor gave me constructive feedback when I did something wrong.					

Please describe the weaknesses of the training or this training site:

Please describe the strengths of this training or training site:

Describe additional activities at the internship site that would have been useful to your growth and education as a counselor, but were not provided:

Your Name Here

Current Street Address
Current email address • Insert phone number here
Permanent Address • City, State • Zip Code

Today's Date

Mr. John Doe
Position Held
Agency or School District
Street Address
City, State Zip Code

Dear _____:

In the upcoming months, I will be completing the coursework for my Master of Arts degree in School Counseling from the University of Saint Joseph. I am currently searching out various internship opportunities and was wondering about the possibility of doing a 600 hour internship with **(enter school district or agency name, as well as semester and year for interest)**. My interest in this position stems from **(list reason for interest)**. Please consider this my application.

In addition to my Master's degree, I received **(insert degrees, dates, and institutions)**. **Insert sentences about personal characteristics that will appeal to an employer. Insert leadership positions currently held both in the community and the school, and professional development/organization membership. Insert a summary of why the employer would want you to work for them. Also, in this paragraph, how you found out about the internship can be mentioned (It can be helpful to use someone's name if they work for the company/school).**

I am very interested in an internship position with **(enter school district or community agency)**. I have enclosed my resume for you to review. If you desire further information, I can be reached at **(enter phone number here)**. Thank you for your time. I look forward to hearing from you.

Sincerely,

Your Name Here



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Department of Counseling and Applied Behavioral Studies

Formative Student Development Feedback Form

Student Name: _____

Course: _____ Faculty Name: _____

Date: _____ Semester/Year: _____

Concern about this student relates to the following area(s). Check all that apply.

- _____ Class Participation
 - _____ Communication of Learning
 - _____ Interactional
 - _____ Attendance/Tardiness

- _____ Interpersonal/Self in Role
 - _____ Interpersonal Integrity
 - _____ Interpersonal Communication Skills
 - _____ Interpersonal Openness

- _____ Documentation (Written Work)
 - _____ Communication of Learning
 - _____ Technical Requirements
 - _____ Time Management

- _____ Course Content/Mastery of Material

- _____ Integration of Theory and Practice

- _____ Concerns re: Clinical Competency

Has this been discussed with the student? _____ Yes _____ No

Remedial Action Plan: (Please feel free to elaborate on the back of this form.)

Faculty Signature: _____

Student Signature: _____



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Written Notification of Student's Withdrawal from Practicum/Internship Training Site Prior to the Normally Scheduled End-Date

Procedure: After verbally informing their site supervisor, campus supervisor, and advisor of their decision to withdraw, students should complete the following form and submit it to their advisor, with copies to their site supervisor, campus supervisor, the Department of Counseling and Applied Behavioral Studies Practicum/Internship Coordinator, and the Department Chair.

Date Submitted to Site Supervisor _____

Agreed Upon Date of Completion _____

Student's Name _____

Student's Signature _____

Practicum or Internship Site: _____

Site Supervisor's Name _____

Site Supervisor's Signature _____

Reason(s) for withdrawal:

Did you give a two-week notice to your site supervisor: Yes ___ No ___

If No, please explain:

Please send the original of this form to your advisor, with copies to your site supervisor, campus supervisor, the Department of Counseling and Applied Behavioral Studies Practicum/Internship Coordinator, and the Department Chair.

(Feel free to add additional comments on the back of this form or by attaching notes to this form).

School Counselor-in-Training Time Tracking Sheet

Student:						Month:					
Site:											
Site Supervisor:											
Campus Supervisor:											
Dates:						Week I	Week 2	Week 3	Week 4	Week 5	
List Dates for each week (i.e. Week 1: 9/6 -9/10)											
Functions:						<i>Note: Please measure in .25 hour increments - 1.25, 1.5, 1.75, 2.5, etc.</i>					
Individual Planning											
1. Academic/Career Individual Student Planning											
Responsive Services											
2. Individual Counseling											
3. Group Counseling											
5. Consultation with Parents/Staff/Teachers											
6. Referrals											
7. Participation in team meetings, Crisis Team, PPT, 504, etc.											
8. Collaboration with school-based specialists											
9. Writing Student Recommendations											
Curriculum											
10. Classroom Teaching											
11. Lesson Planning/preparation											
Collaboration Within and Outside the Community											
12. Professional Development											
13. Program Coordination											
14. Parent Education											
15. Leadership to school and district committees											
16. Collaborative and advocacy efforts											
Other											
17. Other											
Totals											
Total DIRECT Service Hours (1, 2, 3, & 10) - Weekly Totals											
On-Site Supervision each week (add to total indirect hours)											
Total IN-DIRECT Service Hours											



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

Department of Counseling and Applied Behavioral Studies

School Counselor-in-Training Time Tracking Sheet

Month: _____

Total Direct Service Hours this Month: _____

Direct Service Hours To Date: _____

Total Indirect Service Hours this Month: _____
(Include on-site supervision in the indirect total.)

Indirect Service Hours To Date: _____

Signature/Site Supervisor: _____

I have provided supervision for the hours recorded above.

Signature/Campus Supervisor: _____

I have reviewed the hours being submitted.

Signature/Student: _____

I verify that the hours recorded above are accurate.

*Please return to the Counseling and Applied Behavioral Studies Office
Keep a copy for your personal records!*

Deliver to:
Department of Counseling and Applied Behavioral Studies
counseling@usj.edu

Fax: 860-231-5774
Mercy Hall, Lower Level Room LL3

CREC FINGERPRINTING REQUISITION FORM

PLEASE NOTE:

IF YOU DO NOT HAVE PROPER DOCUMENTATION OR ARRIVE LATE FOR YOUR APPOINTMENT, YOU MAY HAVE TO RESCHEDULE.

**CREC Regional Fingerprinting Clearinghouse
111 Charter Oak Avenue, Hartford, CT 06106
(860) 524-4003**

Email: fingerprinting@crec.org

TO: Teacher Candidates in Educator Preparation Programs:

Connecticut law requires local school systems to have all education students in nonpaid, noncertified positions completing an educator preparation program fingerprinted and a criminal background check conducted. The Connecticut State Department of Education authorizes that the fingerprinting for the criminal record check for a school district be completed at least 30 days before the beginning of the placement. CREC is a clearinghouse for the CREC region's Institutions of Higher Education (IHE) students placed in field experiences, student teaching, practicum, and internships. We forward your information to the school systems in the CREC region and they make the ultimate placement decision.

FOR APPOINTMENTS:

- Call (860) 524-4003 or email fingerprinting@crec.org
- Fingerprinting is conducted between the hours of 10:00 am – 1:00 pm on Mondays, Wednesdays and Thursdays
- Special hours and days will also be available for education students depending on the number of students to be fingerprinted and the timeframe of their placement.

AT THE TIME OF APPOINTMENT YOU MUST HAVE THE FOLLOWING ITEMS:

- This CREC Fingerprint Requisition Form
- A photo identification (such as a **current** driver's license, state ID or Passport)
- A Social Security card, Birth Certificate or College Id

ACCEPTABLE FORMS OF PAYMENT FOR THE \$60.00 FEE:

- Bank Cashier's Check** payable to "CREC"
- Money Order** payable to "CREC"
- VISA/MASTERCARD (Credit/Debit cards) for \$62.50.** (Includes a \$2.50 service charge.)

NO CASH, PERSONAL CHECKS OR ATM CARDS ACCEPTED.

Please Print Clearly

Appointment Date: _____ **Appointment Time:** _____

Applicant's
Name: _____

Institution of Higher
Education/Program: _____

CREC Contact
Person: _____



Confidentiality Guidelines for Practicum/Internship Students

Client confidentiality is absolutely mandatory. Therefore, student interns are responsible for securing the confidentiality of all written reports, video recording, and audio recordings regarding clients. In fulfillment of this obligation, the following is required:

Transporting Information

- The information is never to be left in any vehicle
- Video and audio recordings should be transported in a locked case
- Clients should be identified by initials only
- Accompanying reports or notes should only provide identifying information in the form of initials

Written Reports

- All written reports on a personal computer must be kept in a separate, password-protected file.
- Back-up copies of reports must be stored in a locked file drawer
- At the termination of cases and after the records are complete, reports must be deleted from the personal computer
- Back-up records must be shredded before being thrown away
- No information regarding clients should be sent via e-mail

Viewing/Listening

All recorded sessions must be viewed/heard in secure locations:

- The offices of the Department of Counseling and Applied Behavioral Studies or secure classrooms
- The offices of site supervisors or secure site rooms
- At home in a private location where other family members cannot hear or see client recordings

Case Supervision

- Do not include any identifying information outside of first names in oral or written reports
- Avoid any discussion of case material outside of Practicum/Internship seminar or designated supervisory sessions

- Group members must excuse themselves from supervision or case discussion if cases of clients they know personally are presented
- Supervisors must ask the student to stop the presentation if the client is known to them

Written Consent

Written consent must be obtained from the client...

- Before recording or requesting any specific information from outside persons and/or referral sources
- Before disclosing any information concerning clients to an outside person and/or referral source

A written request is required from a person and/or referral source stating the specific purpose and intended use of the requested information.