

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF
SPECIAL EDUCATION AND COUNSELING**

**SCHOOL COUNSELING
CONCENTRATION**

**SITE SUPERVISOR
PRACTICUM HANDBOOK**

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School Counseling Concentration Site Supervisor Practicum Handbook

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WILLIAM PATERSON UNIVERSITY
**SCHOOL COUNSELING SITE SUPERVISOR
PRACTICUM HANDBOOK**

Introduction

Welcome to the first field experience component of training for students in the School Counseling Concentration of the Professional Counseling Master's Program at William Paterson University. This experience will be the counselor trainee's first opportunity to put his/her formal training into practice. This handbook is designed to provide information that will assist you in fulfilling the site supervisor requirements for the degree.

Definitions

Before beginning, there are several terms that need to be defined in order for you to have a clear understanding of the practicum/internship experience.

Counselor Trainee – The counselor trainee is a student, under supervision, who has begun his/her Practicum experience and has been placed in a field setting.

Practicum Placement Site – The site where the practicum/internship experience takes place. The site must meet WPU training program standards and provide the counselor trainee with the opportunity to perform all activities, under supervision, that a regular staff member employed as a school counselor would perform. Generally, practicum and internship are done at the same placement site, though the counselor trainee is encouraged to find more than one placement site in order to have a broader experience.

Practicum and Internship Coordinator- The coordinator is a designated University faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum and internship placements before the course begins. The coordinator will also hold a practicum and internship orientation the semester before the placement begins.

Site Supervisor – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counselor trainee. Site supervisors must be a certified school counselor in New Jersey with either the School Counselor or the Student Personnel Services credential. The site supervisor must also hold at least a Master's degree in counseling or a closely related field and have worked as a school counselor for at least two (2) years, knowledgeable of the WPU professional counseling program, and have relevant training in clinical supervision. The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counselor trainee to the site, including procedures for assigning students, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counselor trainee to perform his/her counseling responsibilities.
3. Make provisions for the counselor trainee to audio and/or video recording clients with the client's written consent.
4. Work with the counselor trainee to develop internship goals.
5. Maintain bi-weekly communication with University supervisor/course instructor.
6. Maintain responsibility for counselor trainee's continuity on site.
7. Assist in the evaluation of the counselor trainee's performance relative to the objectives of the experience.
8. Provide regular supervision for the counselor trainee not to be less than one (1) hour of face to face supervision per week.

University Supervisor/Course Instructor – The university supervisor/course instructor is the instructor of the practicum course (CSP 6300) and provides the counselor trainee with weekly supervision. The duties of the University supervisor/course instructor are as follows:

1. Receive status of placement from counselor trainee prior to the start of the semester.
2. Provide group supervision of the counselor trainee.
3. Monitor progress of counselor trainee during the practicum experience.
4. Maintain bi-weekly communication with site supervisors.
5. Make on-site visits when needed.
6. Initiate resolution of any problem occurring on-site.
7. Review counselor trainee's session recordings.
8. Secure evaluations.
9. Assign final grades.

Selecting and Acquiring a Placement Site

The counselor trainee must find his/her own placement sites. The Practicum and Internship Coordinator will help in any way, but the ultimate responsibility is the counselor trainee's. The counselor trainee may be able to use his/her work site for practicum, however this is contingent on the counselor trainee's workload and must be approved by the Practicum and Internship Coordinator. All sites must be approved by the University.

The counselor trainee is required to have experience in conducting both individual and group counseling (at least one (1) hour over the total 700 required practicum/internship hours) and have one (1) hour of face to face site supervision per

week. In addition, the counselor trainee **must** audio or video record counseling sessions. These requirements should be taken into consideration when selecting a practicum site.

The counselor trainee should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (school principal, school counseling director, and/or superintendent) must sign the Practicum contract before a site will be approved by the Practicum and Internship Coordinator (see appendix for contract). The Practicum and Internship Coordinator will be available to answer any questions the site supervisor or administrator might have.

Liability Insurance

The counselor trainee is required to purchase liability insurance through the American Counseling Association (ACA) while they are enrolled in practicum. The counselor trainee needs to have his/her own policy, even if he/she is covered at the placement site. ACA offers low cost liability insurance for practicum students, however you must be a member of ACA to take advantage of these low rates. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at www.counseling.org, or by calling ACA at 1-800-347-6647.

Placement Hour Requirements

For the Practicum (CSP 6300) requirement, the counselor trainee must have a total of 100 clock hours. These hours include a minimum of 40 hours of direct service with clients, with a majority of those hours in individual counseling. The counselor trainee may also have group counseling hours to be included in the 40 hours of direct service. The remaining 60 hours of the placement includes: individual site supervision (at least five [5] hours), group supervision, case write ups, peer consultation, and required paperwork as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

Recording Requirements

The counselor trainee in practicum is **required** to provide audio and/or video recordings of individual counseling sessions. These recordings will be reviewed and evaluated by the course instructor. The counselor trainee is required to provide at least two (2) recordings for the practicum (CSP 6300).

Consent for Recording forms must be signed by client and/or minor client's parent or guardian. Minor clients must also sign their assent. The client must be made aware that recordings will be listened to by the course instructor and may be reviewed in class for instruction purposes only. The client should be told that the recordings will be confidential and anonymous. They should also be informed that the recordings will be

destroyed after they are reviewed. Some placement sites will have their own recording consent forms. The Consent for Recording form is included in this handbook.

If the counselor trainee is not allowed to tape at the site, they must utilize one of the following methods to meet the requirement of two tapes:

- Live supervision of student's interactions with student/client at practicum site
- Video recording in WPU clinical lab with peer

Counseling Procedures

The counselor trainee is required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel Form. A university form is included in this handbook. **It is required that the counselor trainee has a University permission form filled out and signed by each client and/or client's parent or guardian along with any forms your site may require.** Minor clients must also sign their assent. The counselor trainee must inform each client that he/she is a counselor trainee fulfilling a requirement for a Master's degree in counseling. The client must be informed that the counselor trainee is under supervision. When informing the client of confidentiality and the limits of confidentiality, the counselor trainee must inform the client that his/her case will be discussed with supervisors, who are under the same obligations of confidentiality as the counselor trainee.

Competencies

It is essential that the counselor trainee acquires certain competencies during the practicum experience. The following lists some of these competencies.

1. Counseling skills: The counselor trainee will
 - a. Begin to develop the ability to structure individual and group counseling sessions
 - b. Demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development
 - c. Begin to develop the ability to develop prevention programs and lessons based on identified needs
 - d. Begin to develop the ability to facilitate realistic goal setting
 - e. Demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services
2. Evaluation skills: The counselor trainee will
 - a. Begin to develop the skills necessary to conceptualize student concerns taking into consideration how client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis
 - b. Demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales
 - c. Demonstrate the ability to read and understand student records

3. Consultation skills: The counselor trainee will
 - a. Begin to develop the skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success
 - b. Demonstrate understanding of the importance of developing partnerships with parents, guardians, and families
4. Knowledge of School Administration: The counselor trainee will
 - a. Begin to familiarize him/herself with the administrative and operative structure of the school
 - b. Begin to familiarize him/herself with the philosophy and mission of the school
 - c. Begin to develop an understanding of and the ability to use school resources such as records, psychological or educational testing, and other information sources
 - d. Begin to familiarize him/herself with the activities the school requires of regularly employed staff in the position that the counselor trainee holds including, but not limited to, 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling
 - e. Begin to familiarize him/herself of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit
 - f. Demonstrate the ability to assist in the management of individual cases including service coordination and referral services
 - g. Begin to demonstrate the ability to keep appropriate records and case reports
5. Professional Behavior including: The counselor trainee will
 - a. Demonstrate knowledge of and adherence to the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)
 - b. Demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state and national government.
 - c. Demonstrate knowledge of school counselor preparation standards and state licensure and national certification requirements.
 - d. Demonstrate knowledge of and adherence to the school's professional standards and quality assurance policies, including policies on client-counselor relationship, record keeping, referral policies, and peer review process.

Grading Procedures

A good part of the grade in practicum (CSP 6300) is input from site supervisors. If the site supervisor has any concerns about the counselor trainee's progress, the course instructor will meet with the counselor trainee and the site supervisor to discuss these concerns and to determine the appropriate course of action.

SCHOOL COUNSELING SITE SUPERVISOR PRACTICUM HANDBOOK

APPENDIX

**William Paterson University
Professional Counseling Program
Department of Special Education and Counseling
1600 Valley Road, Wayne, NJ 07474**

**Practicum Contract for the
School Counseling Concentration**

Date placement begins _____

Counseling Trainee Name _____

The above named student will be completing his/her practicum at

_____. The fieldwork will be
(Name of School)
completed during the 20__ school year. The counseling trainee will be supervised at the site
by _____. The site supervisor is directly responsible for
supervision of the counseling trainee. This professional must have at least two (2) years'
experience as a school counselor, a Master's degree in counseling, his/her certification in
school counseling or in student personnel services, and relevant training in counseling
supervision. **A resume and copy of certification must be provided with this contract.**

Please be advised that the site supervisor is responsible for:

- Orienting the counseling trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counseling trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio/video recording clients with the client's and parent's written consent, running groups, etc.
- Providing regular supervision for the counseling trainee not to be less than 1 hour of face to face supervision for every week that the counseling trainee is on site.

- Maintaining responsibility for counseling trainee's continuity on site and assisting in the evaluation of the counseling trainee's performance.

The requirements of the counselor trainee include a Practicum requirement of 100 hours. The Practicum hours include a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counselor trainee is required to do two (2) audio/video recorded sessions while at the school. Written consent forms are provided for counseling as well as recording of sessions.

If you have any further questions, please contact the Practicum/Internship Coordinator, Dr. Karen Decker, at deckerk1@wpunj.edu or 973-720-3442. Thank you for your time and participation.

By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counseling trainee at their school for their Practicum experience.

Site Supervisor

Administrator

Counseling Trainee



Professional Counseling Program
Practicum Site Supervisor Data Sheet

Student Name: _____

Name: _____

Site Name: _____

Email: _____ Phone: _____

Credentials: _____

License: _____

Have you worked in the area of your specialty (school counseling or mental health counseling) for a minimum of two years? (Please circle response)

YES NO

Do you have knowledge and understanding of WPU Professional Counseling Program Practicum/Internship requirements, policies, and procedures? (Please circle response)

YES NO

Have you attended training for supervision in counseling? (Please circle response)

YES NO

If yes, can you please select the training that you have received?

____ Supervision Class

____ Supervision Training

____ Supervision Workshop

____ Training by Faculty at WPU for Site Supervisors

____ Other (please indicate) _____

**William Paterson University
School Counseling Concentration
Parental Consent Form**

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counselor trainee in the School Counseling Concentration at William Paterson University may counsel my child. I understand that the counselor trainee has completed Master's coursework in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by _____, site supervisor. Information gathered in counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Parent/Guardian Signature

Date

Child's Signature

Date

Counselor Trainee Signature

Date

**William Paterson University
School Counseling Concentration
Recording Permission**

I understand that the counseling sessions that _____ (counselor trainee) will have with my child _____ will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee's supervisors, _____, a faculty member at William Paterson University and _____, site supervisor, will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

_____	_____
Parent/Guardian signature	Date
_____	_____
Child's signature	Date
_____	_____
Counselor trainee signature	Date

**William Paterson University
School Counseling Concentration
Counseling Consent Form**

Client Name _____

Phone # _____

I agree that a counselor trainee in the School Counseling Concentration at William Paterson University will counsel me. I understand that the counselor trainee has completed Master's course work in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by _____, a site supervisor. Information gathered in counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Client Signature

Date

Counselor trainee Signature

Date

William Paterson University
School Counseling Concentration
Recording Permission

I understand that the counseling sessions that _____ (counselor trainee) will have with me will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee's supervisors, _____, a faculty member at William Paterson University and _____, site supervisor, will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

_____ Client signature	_____ Date
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_____ Counselor trainee signature	_____ Date
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**William Paterson University
School Counseling Practicum Weekly Log**

Counselor trainee _____

Week #: _____

Dates: _____ to _____

Activity	Number of Hours		Activity	Number of Hours	
1. Individual Counseling			9. Professional Development (in-service)		
2. Group Counseling			10. Clinical meetings or other agency meetings		
3. Family/Marriage Counseling			11. Contact with interested parties		
4. Consultation			12. Other (explain below)		
5. Prevention			13. Peer supervision		
6. Crisis intervention			14. Site group supervision		
7. Record Keeping (& Report Writing)			15. Individual site supervision		
8. Recording review			16. University supervision		
			Total hours:		
			Direct service hours (1-6)		
			Non-direct service hours (7-12)		
			Supervision hours (13-16)		

Site Supervisor _____ **Date** _____

William Paterson University
School Counseling Practicum Hours Semester Summary Form

Counselor trainee _____ Semester _____
Site _____
Site Supervisor _____
University Supervisor _____

Total of weekly hours for:

Individual Counseling	_____	Consultation	_____
Group Counseling	_____	Prevention instruction	_____
Work with families	_____	Crisis intervention	_____
<i>TOTAL DIRECT SERVICE HOURS FOR SEMESTER</i> _____			

Total of weekly hours for:

Record Keeping (Report Writing)	_____	Program development	_____
Recording review	_____	Management	_____
Professional development	_____	Contact with students other than counseling	_____
Other	_____		
TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER _____			

Total of weekly hours for:

Site group supervision	_____	Individual university supervision	_____
University group supervision	_____	Individual site supervision	_____
TOTAL SUPERVISION HOURS FOR SEMESTER _____			

Counselor trainee signature _____ Date _____

SESSION CRITIQUE

A. Date and length of time for the session (include how many times you have seen this client):

B. Background information about client:

C. Presenting problem:

D. Observation about client:

E. Observations about self:

F. Hindsight observations (what you liked, what you would have done differently):

G. What you would like assistance on:

**School Counseling Practicum Evaluation
Site Supervisor Form**

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4=Advanced

		1	2	3	4
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Demonstrates the ability to read and understand student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Demonstrate the development of skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Demonstrates knowledge of and adherence to the school's programs, policies, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counselor trainee as a prospective school counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature Counselor Trainee

Date

Signature of Site Supervisor

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Site Supervisor Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Does not, or minimally, demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Competently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, meeting course expectations.	Consistently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, exceeding course expectations.
2	Does not, or minimally, demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Competently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, meeting course expectations.	Consistently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, exceeding course expectations.
3	Does not, or minimally, demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	Beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs.	Competently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, meeting course expectations.	Consistently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, exceeding course expectations.
4	Does not, or minimally, demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.	Beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services.	Competently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, meeting course expectations.	Consistently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, exceeding course expectations.
5	Does not, or minimally, demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, meeting course expectations.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, exceeding course expectations.
6	Does not, or minimally, demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Competently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, meeting course expectations.	Consistently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, exceeding course expectations.
7	Does not, or minimally demonstrates the ability to read and understand student records.	Beginning to demonstrate the ability to read and understand student records.	Competently demonstrates the ability to read and understand student records, meeting course expectations.	Consistently demonstrates the ability to read and understand student records, exceeding course expectations.
8	Does not, or minimally, demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations.	Consistently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations.
9	Does not, or minimally, demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.	Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families.	Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations.	Consistently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations.
10	Does not, or minimally, demonstrates the ability to	Beginning to demonstrate the ability to familiarize	Competently demonstrates the ability to familiarize him/herself	Consistently demonstrates the ability to familiarize him/herself

	familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, meeting course expectations.	with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, exceeding course expectations.
11	Does not, or minimally, demonstrates the knowledge of activities the school requires of school counselors.	Beginning to demonstrate the knowledge of activities the school requires of school counselors.	Competently demonstrates the knowledge of activities the school requires of school counselors, meeting course expectations.	Consistently demonstrates the knowledge of activities the school requires of school counselors, exceeding course expectations.
12	Does not, or minimally demonstrates knowledge of and adherence to the school's programs, policies, and procedures.	Beginning to demonstrate knowledge of and adherence to the school's programs, policies, and procedures.	Competently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, exceeding course expectations.
13	Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, exceeding course expectations.
14	Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding course expectations.
15	Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.	Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course requirements.	Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course requirements.

School Practicum Evaluation of Placement Site

Name _____ Date _____ Semester/Year _____ Site _____

Below is a list of behavioral objectives pertinent to school counseling practicum placement sites. Using the 4 point scale provided, please tell us how well your site fulfilled each area. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

		1	2	3	4
1	This site provided me with the appropriate amount of on-site supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The site provided me with quality and useful site supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	This site provided me with appropriate exposure to and communication of school procedures and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	This site provided me with information about community resources available in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	This site provided me with ample opportunities and instruction for report writing (i.e. 504's, I&RS, etc.) and to interpret tests and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	This site provided me with ample opportunities to observe and participate in relevant meetings, case consultations, staff discussions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This site provided me with appropriate opportunities to conduct individual counseling with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	This site provided me with appropriate opportunities to run group counseling sessions with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I would recommend this site to another student/counselor trainee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	My overall evaluation of this site is				

Signature of Counselor Trainee

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Student Site Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	The site did not, or minimally, provided me with the appropriate amount of on-site supervision	The site began to provide me with the appropriate amount of on-site supervision	The site competently provided me with the appropriate amount of on-site supervision, meeting my understanding of supervision expectations	The site consistently provided me with the appropriate amount of on-site supervision exceeding my understanding of supervision expectations
2	The site did not, or minimally, provided me with quality and useful site supervision	The site began to provide me with quality and useful site supervision	The site competently provided me with quality and useful site supervision, meeting my understanding of supervision expectations	The site consistently provided me with quality and useful site supervision, exceeding my understanding of supervision expectations
3	The site did not, or minimally, provided me with appropriate exposure to and communication of school procedures and goals	The site began to provide me with appropriate exposure to and communication of school procedures and goals	The site competently provided me with appropriate exposure to and communication of school procedures and goals, meeting my understanding of supervision expectations	The site consistently provided me with appropriate exposure to and communication of school procedures and goals, exceeding my understanding of supervision expectations
4	The site did not, or minimally, provided me with information about community resources available in the community	The site began to provide me with information about community resources available in the community	The site competently provided me with information about community resources available in the community, meeting my understanding of supervision expectations	The site consistently provided me with information about community resources available in the community, exceeding my understanding of supervision expectations
5	The site did not, or minimally, provided me with ample opportunities and instruction for report writing and test interpretation	The site began to provide me with ample opportunities and instruction for report writing and test interpretation	The site competently provided me with ample opportunities and instruction for report writing and test interpretation, meeting my understanding of supervision expectations	The site consistently provided me with ample opportunities and instruction for report writing and test interpretation, exceeding my understanding of supervision expectations
6	The site did not, or minimally, provided me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions	The site began to provide me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions	The site competently provided me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions, meeting my understanding of supervision expectations	The site consistently provided me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions, exceeding my understanding of supervision expectations
7	The site did not, or minimally, provided me with appropriate opportunities to conduct individual counseling with students	The site began to provide me with appropriate opportunities to conduct individual counseling with students	The site competently provided me with appropriate opportunities to conduct individual counseling with students, meeting my understanding of supervision expectations	The site consistently provided me with appropriate opportunities to conduct individual counseling with students, exceeding my understanding of supervision expectations
8	The site did not, or minimally, provided me with appropriate opportunities to run group counseling sessions with students	The site began to provide me with appropriate opportunities to run group counseling sessions with students	The site competently provided me with appropriate opportunities to run group counseling sessions with students, meeting my understanding of supervision expectations	The site consistently provided me with appropriate opportunities to run group counseling sessions with students, exceeding my understanding of supervision expectations
9	I would not recommend this site to another student/counselor trainee	I would provisionally recommend this site to another student/counselor trainee	I would recommend this site to another student/counselor trainee, based on my understanding of placement expectations	I would strongly recommend this site to another student/counselor trainees, based on my understanding of placement expectations
10	My overall rating of this site is poor	My overall rating of this site is fair	My overall rating of this site is good	My overall rating of this site is excellent

School Practicum Evaluation **Student Evaluation of Site Supervisor Form**

Name _____ Date _____ Semester/Year _____ Supervisor _____

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4 point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

		1	2	3	4
1	This supervisor helped me feel at ease with the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	This supervisor relayed clear expectations of the intern's responsibilities on site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	This supervisor provided me with specific help in areas that I need to improve and provided me with the opportunity to adequately discuss the major difficulties I am facing with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	This supervisor addressed issues relevant to my current concerns as a counseling trainee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	This supervisor helped me focus on how my counseling behavior influences the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	This supervisor emphasized the development of my strengths and capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I feel this supervisor accepted me and respects me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	This supervisor conveyed competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	This supervisor was able to accept feedback from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	This supervisor helped me clarify my counseling objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	This supervisor challenged me to identify the appropriate school services for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	This supervisor gave me useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	This supervisor explains the criteria for evaluation clearly and in behavioral terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Signature of Counselor Trainee

 Date

William Paterson University Professional Counseling Program
School Counseling Practicum Student Site Supervisor Evaluation Rubric

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Supervisor does not, or minimally, helped me feel at ease with the supervision process	Supervisor began to help me feel at ease with the supervision process	Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations	Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations
2	Supervisor does not, or minimally, relayed clear expectations of my responsibilities on site	Supervisor began to relay clear expectations of my responsibilities on site	Supervisor competently relayed clear expectations of my responsibilities on site, meeting my understanding of supervision expectations	Supervisor consistently relayed clear expectations of my responsibilities on site, exceeding my understanding of supervision expectations
3	Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, meeting my understanding of supervision expectations	Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, exceeding my understanding of supervision expectations
4	Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counselor trainee	Supervisor began to address issues relevant to my current concerns as a counselor trainee	Supervisor competently addressed issues relevant to my current concerns as a counselor trainee, meeting my understanding of supervision expectations	Supervisor consistently addressed issues relevant to my current concerns as a counselor trainee, exceeding my understanding of supervision expectations
5	Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the student	Supervisor began to help me focus on how my counseling behavior influences the student	Supervisor competently helped me focus on how my counseling behavior influences the student, meeting my understanding of supervision expectations	Supervisor consistently helped me focus on how my counseling behavior influences the student, exceeding my understanding of supervision expectations
6	Supervisor does not, or minimally, emphasized the development of my strengths and capabilities	Supervisor began to emphasize the development of my strengths and capabilities	Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations	Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations
7	Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations	Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations
8	Supervisor does not, or minimally, accepts me and respects me as a person	Supervisor began to accept me and respect me as a person	Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations	Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations
9	Supervisor does not, or minimally, conveyed competence	Supervisor began to convey competence	Supervisor competently conveyed competence, meeting my understanding of supervision expectations	Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations

10	Supervisor does not, or minimally, was able to accept feedback from me	Supervisor began to be able to accept feedback from me	Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations	Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations
11	Supervisor does not, or minimally, helped me clarify my counseling objectives	Supervisor began to help me clarify my counseling objectives	Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations	Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations
12	Supervisor does not, or minimally, challenged me to identify the appropriate school services for my student	Supervisor began to challenge me to identify the appropriate school services for my student	Supervisor competently challenged me to identify the appropriate school services for my student, meeting my understanding of supervision expectations	Supervisor consistently challenged me to identify the appropriate school services for my student exceeding my understanding of supervision expectations
13	Supervisor does not, or minimally, gave me useful feedback	Supervisor began to give me useful feedback	Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations	Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations
14	Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations	Supervisor began to allow and encourage me to evaluate myself and to understand my underlying motivations	Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations	Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations
15	Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms	Supervisor began to explain the criteria for evaluation clearly and in behavioral terms	Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations	Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations