

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF
SPECIAL EDUCATION AND COUNSELING**

**SCHOOL COUNSELING
CONCENTRATION**

**PRACTICUM/INTERNSHIP
HANDBOOK**

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WILLIAM PATERSON UNIVERSITY PRACTICUM/INTERNSHIP HANDBOOK

Introduction

Welcome to the field experience component of your training in the School Counseling Concentration of the Counseling Services Masters program at William Paterson University. This experience will be your opportunity to put your formal training into practice. This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree.

Definitions

Before beginning, there are a number of 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 their practicum/internship experience and has been placed in a field setting.

Intern – Another term for counselor trainee.

Practicum/Internship 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 the practicum and internship are done at the same placement site, though counselor trainees are encouraged to find more than one placement site. While the majority of hours must be spent in a school setting, counselor trainees may also spend part of their placement at an agency site working with children and adolescents.

Practicum/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/internship placements before the course begins. The coordinator will also hold a practicum/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 certified school counseling professionals. In New Jersey this would mean that the site supervisor must hold a certification in Student Personnel Services. The site supervisor must also hold a Master's degree in

Counseling or a closely related field and have worked as a school counselor for at least 3 years. 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 trainees to perform their counseling responsibilities.
3. Make provisions for the counselor trainee to audio and/or video tape clients with the client's written consent.
4. Work with the counselor trainee to develop practicum/internship goals.
5. Work closely with the University and University supervisor when needed.
6. Maintain responsibility for student's continuity on site.
7. Assist in the evaluation of the student's performance relative to the objectives of the experience.
8. Provide regular supervision for the counselor trainee not to be less than 1 hour of face to face supervision for every 20 hours the counselor trainee is on site.

Course Instructor – The course instructor is the instructor of the practicum/internship course (CSP 686 and CSP 687). The duties of the 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 counselor trainees.
3. May provide individual supervision of counselor trainees when necessary.
4. Monitors progress of counselor trainee during the practicum/internship experience.
5. Maintains communication with site supervisors as indicated.
6. Makes on-site visits when needed.
7. Initiates resolution of any problem occurring on-site.
8. Reviews counselor trainee's session tapes.
9. Secures evaluations.
10. Assigns final grades.

University Supervisor - The University supervisor is the designated faculty member who provides the one-hour per week supervision requirement in practicum (CSP 686). This faculty member may be the course instructor. The duties of the University Supervisor are as follows:

1. Provides one hour per week of individual or triadic supervision.
2. Evaluates the progress of the counselor trainee during the practicum experience.
3. Reviews counselor trainee's session tapes when necessary.
4. Works closely with course instructor in monitoring progress of counselor trainees.

Selecting and Acquiring a Placement Site

Students must find their own placement sites. The practicum/internship coordinator will help in any way, but the ultimate responsibility is the students'. A student may be able to use his/her work site for both practicum and internship, however this is contingent on the students' work load and must be approved by the practicum/internship coordinator. All sites must be approved by the University.

Counselor trainees are required to have experience in both individual and group counseling and have 1 hour of face to face site supervision per 20 hours of placement. In addition, counselor trainees must audio or video tape counseling sessions. These requirements should be taken into consideration when selecting a placement site.

Students 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 or school counseling director) must sign the Practicum/Internship Application before a site will be approved by the practicum/internship coordinator. The practicum/internship coordinator will be available to answer any questions the site supervisor or administrator might have.

Liability Insurance

Counselor trainees are required to purchase liability insurance while they are taking practicum/internship. Counselor trainees need to have their own policy, even if they are covered at the placement site. The American Counseling Association offers low cost liability insurance for practicum/internship 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 686) requirement, counselor trainees must have a total of 100 clock hours. These hours include a minimum of 40 hours of direct service with students, with a majority of those hours individual counseling. The counselor trainee may also have group counseling hours to be included in the 40 hours of direct service. The counselor trainee is required to have a minimum of three students for individual counseling. The remaining 60 hours of the placement includes: individual site supervision (at least 5 hours), group supervision, case write ups, contact with parents,

guardians, or families, peer consultation, and required paperwork as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

For the Internship (CSP 687) requirement, counselor trainees must have a total of 600 clock hours. These hours include a minimum of 240 hours of direct service with students, with the majority of those hours individual counseling. The counselor trainee may also have group counseling hours to be included in the 240 hours of direct service. The counselor trainee is required to have a minimum of four students for individual counseling. The remaining 360 hours of the placement includes: individual site supervision (at least one hour per 20 hours of direct client service), group supervision, case write ups, contact with parents, guardians and families, peer consultation, and required paperwork, as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

Taping Requirements

Counselor trainees are required to provide audio and/or video tapes of individual counseling sessions. These tapes will be reviewed and evaluated by the course instructor, as well as the University Supervisor if needed. A written critique must accompany each tape. A copy of a suggested format for this critique is included in this handbook. The counselor trainee is required to provide at least 4 tapes for the practicum (CSP 686) and at least 6 tapes for internship (CSP 687).

Consent for taping forms must be signed by client and/or minor students' parent or guardian. Minor students must also sign their assent. The student must be made aware that tapes will be listened to by the course instructor and University supervisors and may be reviewed in class for instruction purposes only. The student should be told that the tapes will be confidential and anonymous. They should also be informed that the tapes will be destroyed after they are reviewed. Some placement sites will have their own taping consent forms. A University Consent for Taping form is included in this handbook.

Counseling Procedures

Counselor trainees are required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel forms. 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 minor students' parent or guardian along with any forms your site may require. Minor students must also sign their assent. The counselor trainee must inform each student that he/she is a counselor trainee fulfilling a requirement for a Masters degree in counseling. The student must be informed that the counselor trainee is under supervision. When informing the student of confidentiality and the limits of

confidentiality, the counselor trainee must inform the student that his/her case will be discussed with supervisors, who are under the same obligations of confidentiality as the counselor trainee.

Personal Analysis Logs

Counselor trainees are required to keep Personal Analysis Logs of their experience in practicum/internship. Specific requirements for these logs will be detailed in the course outline provided at the beginning of the semester. An important component of WPUNJ's Master in Counseling Services is the student's self-exploration and self-assessment. These logs help the counselor trainee understand his/her reactions to the counseling process.

Competencies

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

1. Counseling Process skills including:
 - a. The ability to structure a counseling session.
 - b. The ability to use basic counseling skills such as observing and active listening.
 - c. The ability to ascertain present mental status.
 - d. The ability to facilitate realistic goal setting.
 - e. The ability to use crisis intervention skills
2. Evaluation skills including:
 - a. The ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, and depression and anxiety scales.
 - b. The ability to conceptualize student concerns.
3. Consultation skills including:
 - a. The ability to provide work collaboratively with teachers and other school personnel.
 - b. The ability to develop partnerships with parents, guardians, and families.
 - c. The ability to work with other professionals, such as child study team members and Substance Awareness Coordinators in a joint effort to promote school success.
4. Service Coordination skills including:
 - a. Knowledge of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.
 - b. The ability to manage or assist in the management of individual cases including service coordinating and referral services.

- c. The ability to advocate for the student.
 - d. The ability to make appropriate referrals for students and their families.
 - e. The ability to keep appropriate records and case reports.
5. Knowledge of School Administration including:
- a. Knowledge of the administrative and operative structure of the school.
 - b. The philosophy of the school and agency in regards to counseling.
 - c. Understanding of and the ability to use school resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
 - d. Knowledge and understanding of activities the school requires of regularly employed staff in the position that the counselor trainee holds.
6. Professional Behavior including:
- a. 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 and the American School Counseling Association.
 - b. Knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state and national government.
 - c. Knowledge of and adherence to the school professional standards and quality assurance policies, including policies on student-counselor relationship, record keeping, referral policies, and peer review process.
 - d. Knowledge of school counselor preparation standards (ASCA) and national and state certification requirements.

Grading Procedures

Practicum (CSP 686) and Internship (CSP 687) are pass/fail courses. If the course instructor, University supervisor or 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. All requirements of the course must be met before a pass grade will be given.

PRACTICUM/INTERNSHIP HANDBOOK

SAMPLE FORMS

William Paterson University
Department of Special Education and Counseling

**APPLICATION FOR SCHOOL COUNSELING CONCENTRATION
PRACTICUM/INTERNSHIP**

Date placement begins _____

NAME _____

ADDRESS _____

CITY _____ ZIP _____

HOME PHONE _____ WORK PHONE _____

EMAIL _____

SOCIAL SECURITY # _____

Important!

Experience has shown that the more course work a student has completed, the better he or she will do in a field placement. It is therefore recommended that you have most, if not all of your coursework completed before beginning practicum and internship. If this is not possible, you must have completed the course listed below before beginning your field placement.

Record the grade you have received in each of the following courses. If you have not completed a requirement, please indicate the semester in which you plan to do so. Full-time students must have completed a minimum of 24 credit hours before beginning Practicum. Part-time students must have completed a minimum of 36 hours before beginning Practicum.

A. Courses required for all students before beginning Practicum/Internship:

___ CSP 601

___ CSP 602

___ CSP 603

___ CSP 604

___ CSP 605

___ CSP 606

___ CSP 608

___ CSP 609

___ CSP 610

___ CSP 614

___ CSP 620

___ CSP 621

B. Other courses taken:

___ CSP 616

___ CSP 626

Complete as much of the following information as possible and please include a copy of your site supervisor's resume.

SETTING WHERE YOU PLAN TO DO YOUR FIELDWORK:

Address _____ Zip _____

Name and title of
direct site supervisor _____

Phone # _____

Highest Degree of site supervisor _____

License or certification of supervisor _____

Name and title of
School administrator _____

Phone # _____

Student signature

Date

Site Supervisor signature

Date

Practicum/Internship Coordinator

Date

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 Masters 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 the 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
Department of Special Education and Counseling
Taping Permission

I understand that the counseling sessions that _____ (counselor trainee) will have with my child _____ will be tape 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 supervisor will have access to these tapes. I understand that these tapes 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

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 Masters 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 the 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 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
Department of Special Education and Counseling
Taping Permission

I understand that the counseling sessions that _____ (counselor trainee) will have with me will be tape 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 supervisor will have access to these tapes. I understand that these tapes might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

Client signature

Date

Counselor trainee signature

Date

William Paterson University
School Counseling Concentration Practicum/Internship Weekly Log

Counselor Trainee _____

Week #: _____

Dates: _____ to _____

Activity	Number of Hours		Activity	Number of Hours	
1. Individual Counseling			14. Site group supervision		
2. Group Counseling			15. University group supervision		
3. Work with families			16. Individual University supervision		
4. Consultation			17. Individual site supervision		
5. Prevention instruction					
6. Crisis intervention					
7. Record Keeping (Report writing)					
8. Tape review					
9. Professional development					
10. Program development			Total hours:		
11. Management (scheduling etc.)			Direct service hours (1-6)		
12. Contact with students other than counseling			Non-direct service hours (7-13)		
13. Other (explain below)			Supervision hours (14-17)		

Site Supervisor _____

Date _____

**William Paterson University
School Practicum/Internship 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	_____
TOTAL DIRECT SERVICE HOURS FOR SEMESTER _____			

Total of weekly hours for:

Record Keeping (Report Writing)	_____	Management (Scheduling)	_____
Tape review	_____	Non-counseling student contact	_____
Professional development	_____		
Program development	_____	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 student):

B. Background information about student:

C. Presenting problem:

D. Observation about student:

E. Observations about self:

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

G. What you would like assistance on:

School Practicum/Internship Evaluations School Site Supervisor

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Target is defined as going past what would be expected for a counselor trainee in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	Unsatisfactory 1	Satisfactory 2	Target 3
1. Demonstrates a personal commitment in developing professional competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understands the importance of assisting students towards successful academic, career, and personal/social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Explains the nature and objectives of counseling when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is relaxed and comfortable when dealing with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Shows good non-verbal skills, e.g. eye contact, body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is aware of own feelings in the counseling session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Recognizes and deals with negative affect of the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrates good observational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrates good listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Facilitates realistic goal-setting with the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrates effective use of individual counseling strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrates effective use of group strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrates an ability to utilize preventive and crisis intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is able to deal with issues related to end of school year and transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrates an ability to work collaboratively with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Is able to develop partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Demonstrates an ability to consult with child study teams, pupil assistance committees, and other school professionals such as Substance Awareness Coordinators (SAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Is able to interpret test findings, including impressions and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Has knowledge of school programs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Is able to make use of referral sources and school resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Is able to advocate for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Understands methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 26. Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association (ASCA) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Adheres to the school policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Demonstrates an understanding of school counselor preparation standards (ASCA) and national and state certification requirements | <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 of Counselor Trainee

Date

Signature of Site Supervisor

Date

**School Practicum/Internship Evaluations
University Supervisor**

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Target is defined as going past what would be expected for a counselor trainee in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	Unsatisfactory	Satisfactory	Target
	1	2	3
1. Demonstrates a personal commitment in developing professional competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understands the importance of assisting students towards successful academic, career, and personal/social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Explains the nature and objectives of counseling when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is relaxed and comfortable when dealing with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Shows good non-verbal skills, e.g. eye contact, body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is aware of own feelings in the counseling session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Recognizes and deals with negative affect of the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrates good observational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrates good listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Facilitates realistic goal-setting with the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrates effective use of individual counseling strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrates effective use of group strategies that help promote school success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrates an ability to utilize preventive and crisis intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is able to deal with issues related to end of school year and transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrates an ability to work collaboratively with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Is able to develop partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Demonstrates an ability to consult with child study teams, pupil assistance committees, and other school professionals such as Substance Awareness Coordinators (SAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Is able to interpret test findings, including impressions and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Has knowledge of school programs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Is able to make use of referral sources and school resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Is able to advocate for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Understands methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 26. Demonstrates ethical behavior as a school counselor based on the ethical standards and practices of the American Counseling Association (ACA) and the American School Counseling Association (ASCA) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Adheres to the school policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Demonstrates an understanding of school counselor preparation standards (ASCA) and national and state certification requirements | <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 of Counselor Trainee

Date

Signature of University Supervisor

Date

School Practicum/Internship Evaluations Course Instructor

Name _____ Date _____ Semester/year _____ Instructor's Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Target is defined as going past what would be expected for a counselor trainee in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	Unsatisfactory 1	Satisfactory 2	Target 3
1. Demonstrate an ability to establish rapport with students, affirming them as co-participants in the counseling process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate an ability to structure initial and other sessions including explanation of confidentiality and informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate an ability to assist students in identifying goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate an ability to formulate student description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrate an ability to formulate problem description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate an ability to take a psychosocial history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrate an ability to examine student characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and family and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrate an ability to use basic empathic responding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrate an ability to use open-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrate an ability to focus the student on feelings and behaviors to clarify problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrate an ability to deal with silence comfortably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrate an ability to attend to own processes; includes the examination of counselor characteristics that influence the helping process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate an ability to help the student move from discussing external events to exploring internal feelings, thoughts, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrate an ability to analyze student verbal and non-verbal behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Demonstrate an ability to discuss termination, end of year issues, and transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrate an ability to play tapes of sessions in class and incorporate suggestions into counseling sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Demonstrate a familiarity with resources available at practicum/internship site and in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Is perceptive in evaluating the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Appropriately receives and uses feedback from supervisors and professional peers	<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 of Counselor Trainee

Date

Signature of Course Instructor

**SCHOOL COUNSELING CONCENTRATION
PRACTICUM/INTERNSHIP SELF EVALUATION FORM**

Name _____ Date _____ Semester _____

Supervisor Name _____

Practicum/Internship Site _____

Below is a list of behavioral objectives for you to assess your counseling skills. Competence is defined as a rating of 3 or better at the beginning practicum/internship level of counselor development. Use the following scale to assess your counseling skills by circling the appropriate number after each objective:

- 6 =Extremely Skilled
- 5 =Very Skilled
- 4 =Somewhat Above Average
- 3 =Average
- 2 =Needs More Work
- 1 =Not Well Skilled
- 0 =Not Applicable

Behavioral Objectives:

Demonstrate an ability to establish rapport with students, affirming them as co-participants in the counseling process.

6 5 4 3 2 1 0

Demonstrate an ability to structure initial and other sessions including explanation of confidentiality and informed consent.

6 5 4 3 2 1 0

Demonstrate an ability to assist students in identifying goals.

6 5 4 3 2 1 0

Demonstrate an ability to formulate student description.

6 5 4 3 2 1 0

Demonstrate an ability to formulate problem description.

6 5 4 3 2 1 0

Demonstrate an ability to take a psychosocial history.

6 5 4 3 2 1 0

Demonstrate an ability to examine student characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community.

6 5 4 3 2 1 0

Demonstrate an ability to use basic techniques of counseling:

a. Basic empathic responding

6 5 4 3 2 1 0

b. Using open-ended questions

6 5 4 3 2 1 0

c. Focusing the student on feelings and behaviors to clarify problem

6 5 4 3 2 1 0

d. Dealing with silence comfortably

6 5 4 3 2 1 0

Demonstrate an ability to attend to your own processes. Includes the examination of counselor characteristics that influence the helping process.

6 5 4 3 2 1 0

Demonstrate an ability to help student move from discussing external events to exploring internal feelings, thoughts, and goals.

6 5 4 3 2 1 0

Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors.

6 5 4 3 2 1 0

Demonstrate an ability to analyze student verbal and non-verbal behaviors.

6 5 4 3 2 1 0

Demonstrate an ability to discuss termination, year-end issues, and transition issues with student.

6 5 4 3 2 1 0

Demonstrate an ability to play tapes of sessions in class and incorporate suggestions into your counseling sessions.

6 5 4 3 2 1 0

Demonstrate a familiarity with resources available at practicum/internship site and in the community.

6 5 4 3 2 1 0

Counselor Trainee

Date

**SCHOOL COUNSELING CONCENTRATION
STUDENT EVALUATION OF UNIVERSITY SUPERVISOR FORM**

Supervisor _____

Date _____ Semester _____

Below are a list of objectives from which to evaluate your supervisor and the supervision experience. Circle the number that corresponds to how well your supervisor met the objective using the following scale:

- 4 = Strongly Agree
- 3 = Somewhat Agree
- 2 = Somewhat Disagree
- 1 = Strongly Disagree
- 0 = Not Applicable

My Supervisor:

- | | | | | | |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | Helps me feel at ease with the supervision process. |
| 4 | 3 | 2 | 1 | 0 | Makes supervision a constructive learning process. |
| 4 | 3 | 2 | 1 | 0 | Provides me with specific help in areas I need work on. |
| 4 | 3 | 2 | 1 | 0 | Addresses issues relevant to my current concerns as a counselor. |
| 4 | 3 | 2 | 1 | 0 | Helps me focus on how my counseling behavior influences the student. |
| 4 | 3 | 2 | 1 | 0 | Structures class time appropriately. |
| 4 | 3 | 2 | 1 | 0 | Adequately emphasizes the development of my strengths and capabilities. |
| 4 | 3 | 2 | 1 | 0 | Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations. |
| 4 | 3 | 2 | 1 | 0 | Enables me to become actively involved in the supervision process. |
| 4 | 3 | 2 | 1 | 0 | Makes me feel accepted and respected as a person. |
| 4 | 3 | 2 | 1 | 0 | Conveys competence. |
| 4 | 3 | 2 | 1 | 0 | Is helpful with case notes and report writing. |
| 4 | 3 | 2 | 1 | 0 | Can accept feedback from counselor. |

- 4 3 2 1 0 Enables me to express opinions, questions and concerns about my counseling.
- 4 3 2 1 0 Helps me clarify my counseling objectives.
- 4 3 2 1 0 Provides me with opportunity to adequately discuss the major difficulties I am facing with my students.
- 4 3 2 1 0 Encourages me to conceptualize in new ways regarding my students.
- 4 3 2 1 0 Challenges me to accurately perceive the thoughts, feelings and goals of my student and myself during counseling.
- 4 3 2 1 0 Provides suggestions for developing my counseling skills.
- 4 3 2 1 0 Gives me useful feedback.
- 4 3 2 1 0 Allows and encourages me to evaluate myself.
- 4 3 2 1 0 Explains the criteria for evaluation clearly and in behavioral terms.
- 4 3 2 1 0 Gives me appropriate and adequate feedback on my session tapes.
- 4 3 2 1 0 Encourages student feedback on session tapes.

Additional Comments:

Counselor Trainee

Date

**SCHOOL COUNSELING CONCENTRATION
STUDENT EVALUATION OF SITE SUPERVISOR FORM**

Supervisor _____

Date _____ Semester _____

Below are a list of objectives from which to evaluate your supervisor and the supervision experience. Circle the number that corresponds to how well your supervisor met the objective using the following scale:

- 4 = Strongly Agree
- 3 = Somewhat Agree
- 2 = Somewhat Disagree
- 1 = Strongly Disagree
- 0 = Not Applicable

My Supervisor:

- | | |
|-----------|--|
| 4 3 2 1 0 | Helps me feel at ease with the supervision process. |
| 4 3 2 1 0 | Makes supervision a constructive learning process. |
| 4 3 2 1 0 | Provides me with specific help in areas I need work on. |
| 4 3 2 1 0 | Addresses issues relevant to my current concerns as a counselor. |
| 4 3 2 1 0 | Helps me focus on how my counseling behavior influences the student. |
| 4 3 2 1 0 | Structures supervision appropriately. |
| 4 3 2 1 0 | Adequately emphasizes the development of my strengths and capabilities. |
| 4 3 2 1 0 | Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations. |
| 4 3 2 1 0 | Enables me to become actively involved in the supervision process. |
| 4 3 2 1 0 | Makes me feel accepted and respected as a person. |

- 4 3 2 1 0 Conveys competence.
- 4 3 2 1 0 Is helpful with case notes and report writing.
- 4 3 2 1 0 Can accept feedback from counselor.
- 4 3 2 1 0 Enables me to express opinions, questions and concerns about my counseling.
- 4 3 2 1 0 Helps me clarify my counseling objectives.
- 4 3 2 1 0 Provides me with opportunity to adequately discuss the major difficulties I am facing with my students.
- 4 3 2 1 0 Encourages me to conceptualize in new ways regarding my students.
- 4 3 2 1 0 Challenges me to accurately perceive the thoughts, feelings and goals of my student and myself during counseling.
- 4 3 2 1 0 Provides suggestions for developing my Counseling skills.
- 4 3 2 1 0 Gives me useful feedback.
- 4 3 2 1 0 Allows and encourages me to evaluate myself.
- 4 3 2 1 0 Explains the criteria for evaluation clearly and in behavioral terms.

Additional Comments:

Counselor Trainee

Date

WILLIAM PATERSON UNIVERSITY
School Counseling Concentration
Practicum/Internship Site Evaluation
CONFIDENTIAL

Name of Counselor Trainee _____

Site _____

Dates of placement _____

Site Supervisor _____

University Supervisor _____

Rate the following questions about your site and experiences by the following:

1. Very unsatisfactory
2. Moderately unsatisfactory
3. Moderately satisfactory
4. Very satisfactory

- _____ Amount of on-site supervision
- _____ Quality and usefulness of on-site supervision
- _____ Usefulness and helpfulness of University Supervisor
- _____ Relevance of experience to career goals
- _____ Exposure to and communication of school procedures
- _____ Exposure to information about community resources

Rate all applicable experiences which you had at your site

- _____ Report writing
- _____ Interpretation of tests and assessments
- _____ Staff presentations/case conferences
- _____ Individual counseling
- _____ Group counseling
- _____ Family counseling
- _____ Parent conferences
- _____ Psychoeducational activities
- _____ Consultation with other professionals
- _____ Career counseling

_____ Overall evaluation of the site

Did you participate at an orientation session on site at the beginning of your placement? _____
If yes, did your orientation session at the beginning of your placement give you an adequate overview of the placement site?

Were the goals of your placement adequately defined between you and your Site Supervisor at the placement site?

Was your Site Supervisor available for consultation?

Were you able to utilize staff resources from child study?

Were you given feedback regularly and consistently during your practicum/internship about your progress?

Were you given appropriate responsibility? Too little? Too much?

Did you learn useful, marketable skills during your practicum/internship?

What could have been done differently to make this a better placement?

Would you recommend this site to another student? Why or why not?

Counselor Trainee

Date