

ELEMENTARY AND SECONDARY  
SCHOOL COUNSELING

INTERNSHIP MANUAL

SCHOOL COUNSELING PROGRAM

DEPARTMENT  
OF  
COUNSELING AND HUMAN SERVICES



PANUSKA COLLEGE OF PROFESSIONAL STUDIES

UNIVERSITY OF SCRANTON

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## **FOREWORD**

The purpose of this manual is to provide information and materials essential to the School Counseling Program student participating in Internship. This manual may be considered your course syllabus, as it defines the objectives of the internship, makes suggestions for the structuring of the experience, and contains all evaluation forms to be used in the internship.

Because the University of Scranton Graduate School Counseling Program is constantly striving to provide students with the most current information, research, and techniques, additional material may be given to the student intern at a later date. Thus, this manual is presented in loose-leaf format to accommodate additions.

### **Forward to the School Counseling Student Intern**

This manual is designed to give you all of the information you need to arrange and complete an internship in either Elementary or Secondary School Counseling. In addition, samples of each form you and your school supervisor will need to complete are included.

Before approaching a school about an internship placement, you should read this manual thoroughly and discuss your ideas and expectations about internship with your program mentor or with the program faculty member who is assigned to internship for the semester in which you want to enroll.

School Counseling interns must select an appropriate school setting, i.e., an accredited public or private elementary or secondary school, and must approach that school to discuss the possibility of arranging an internship experience. The faculty internship supervisor will be glad to help you identify suggested internship schools, and will help you clarify requirements of the internship with potential school supervisors.

At the beginning of the internship experience you should meet with your school supervisor to determine mutually agreeable goals and expectations. In doing so, please refer to this manual. The internship is your opportunity to gain practical field experience, as you continue your goal to become a professional school counselor. The school counseling program faculty look forward to working with you, and wish you a productive and rewarding internship experience.

### **Forward to the School Supervisor**

Thank you for agreeing to provide an internship experience for one of our School Counseling graduate students. This manual is designed to give you all of the information you will need to arrange and supervise an internship for a student intern in the School Counseling Program. Thank you for being willing to provide day-to-day supervision. We expect that the intern will develop into an entry-level professional school counselor through "hands-on" supervised experience.

We encourage you to review this manual with the student at the start of the internship so that you and the student may arrive at mutually agreeable goals and expectations. We are available to the intern and you for dealing with any concerns that may arise.

Thank you for affiliating with our school counseling internship program. We are sure you will find our intern's services to be valuable and the experience will be rewarding and stimulating for you as well. If you have any questions, please feel free to contact the counseling intern's faculty supervisor or program director.

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**SCHOOL COUNSELING PROGRAM**  
**COUNSELING AND HUMAN SERVICES DEPARTMENT**  
**UNIVERSITY OF SCRANTON**

The School Counseling Program prepares students for entry into elementary, middle, and secondary school counseling positions. School counselors provide professional services aimed at meeting the academic, career, personal and social needs of students.

**MISSION STATEMENT**

The mission of the School Counseling Program at the University of Scranton is to prepare students to become professional school counselors in elementary, middle, or secondary schools. The program emphasizes professional school counselors working to improve educational practices that impact all students through the development and implementation of comprehensive school counseling programs.

Driven by a team effort and a vision of educational equity, the School Counseling Program trains students to contextualize their counseling competencies by developing skills in leadership, advocacy, and collaboration, and to develop an appreciation of diversity in meeting the varied needs of school students. As a member of a team with other school personnel and helping professionals, school counselors assist students to achieve academic success, choose appropriate career paths, make effective decisions, and develop personally and socially.

**SCHOOL COUNSELING PROGRAM**

Implicit within our mission statement is a commitment to assist students to develop a professional identity as a school counselor. As a Companion School in the Education Trust's Transforming School Counseling Initiative, we place special emphasis on students' access and equity to educational opportunities to reduce the disparity among student groups and enhance the academic achievement of all students. Special curricular emphasis is placed upon the American School Counseling Association's Code of Ethics and the National Standards for Comprehensive School Counseling Programs.

**SCHOOL COUNSELING PROFESSION**

According to the American School Counseling Association, the professional school counselor addresses the needs of students comprehensively through the implementation of a developmental school counseling program. Their work is differentiated by attention to age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. School counselors are specialists in human behavior and relationships that provide assistance to students through five primary interventions: counseling (individual and group), large group guidance, consultation, collaboration, and coordination.

The American School Counseling Association supports the development and implementation of developmental, sequential, and systemic comprehensive school counseling programs as an integral part of the educational program. Through comprehensive school counseling programs, school counselors work with school personnel, families, and community members to assist students in academic, career, personal, and social development.

**CURRICULA**

The School Counseling Program is a 48-credit curriculum leading to the Master of Science degree. The curricula are divided into four areas or sequences: psychological and sociological foundations, counseling, professional orientation, and research. In addition, a student must satisfactorily complete his or her Professional Counselor Portfolio during the internship course.

**SCHOOL COUNSELING CURRICULUM**

**Secondary School Counseling Specialization**

		<b>Semester Completed</b>	<b>Grade Earned</b>	<b>Semester Planned</b>
<b>Psychological and Sociological Foundations Sequence (12 credits required)</b>				
COUN 506	Social and Cultural Foundations	_____	_____	_____
COUN 508	Developmental Psychology	_____	_____	_____
COUN 537	Career Development in Schools	_____	_____	_____
COUN 561	Substance Abuse: Prevention & Educ	_____	_____	_____
<b>Counseling Sequence (24 credits required)</b>				
COUN 501	Counseling and Interviewing Skills	_____	_____	_____
COUN 502	Counseling Theories	_____	_____	_____
COUN 503	Group Process and Practice	_____	_____	_____
COUN 504	Appraisal Techniques	_____	_____	_____
COUN 540	Family Counseling and Therapy	_____	_____	_____
COUN 570	Counseling Adolescents	_____	_____	_____
COUN 592	Practicum: Secondary School Counseling	_____	_____	_____
COUN 597	Internship: Secondary School Counseling	_____	_____	_____
<b>Professional Orientation Sequence (6 credits required)</b>				
COUN 530	Professional Issues: School Counseling	_____	_____	_____
COUN 533	Secondary School Counseling Program Planning	_____	_____	_____
<b>Research Sequence (3 credits required)</b>				
COUN 505	Research Methods	_____	_____	_____
<b>Electives</b>				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<b>Waivers/Transfer Credits</b>				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Personal Comment/Evaluation:**

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**SCHOOL COUNSELING CURRICULUM**

**Elementary School Counseling Specialization**

		<b>Semester Completed</b>	<b>Grade Earned</b>	<b>Semester Planned</b>
<b>Psychological and Sociological Foundations Sequence (12 credits required)</b>				
COUN 506	Social and Cultural Foundations	_____	_____	_____
COUN 508	Developmental Psychology	_____	_____	_____
COUN 537	Career Development in Schools	_____	_____	_____
COUN 561	Substance Abuse: Prevention & Educ	_____	_____	_____
<b>Counseling Sequence (24 credits required)</b>				
COUN 501	Counseling and Interviewing Skills	_____	_____	_____
COUN 502	Counseling Theories	_____	_____	_____
COUN 503	Group Process and Practice	_____	_____	_____
COUN 504	Appraisal Techniques	_____	_____	_____
COUN 540	Family Counseling and Therapy	_____	_____	_____
COUN 511	Counseling Children	_____	_____	_____
COUN 593	Practicum: Elementary School Counseling	_____	_____	_____
COUN 598	Internship: Elementary School Counseling	_____	_____	_____
<b>Professional Orientation Sequence (6 credits required)</b>				
COUN 530	Professional Issues: School Counseling	_____	_____	_____
COUN 534	Elementary School Counseling Program Planning	_____	_____	_____
<b>Research Sequence (3 credits required)</b>				
COUN 505	Research Methods	_____	_____	_____
<b>Electives</b>				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<b>Waivers/Transfer Credits</b>				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<b>Personal Comment/Evaluation:</b>				
_____				
_____				

## **ORIENTATION TO MANUAL FOR SCHOOL SITE SUPERVISOR**

Thank you for your willingness to participate in the Internship phase of our School Counselor Training Program. Recent revisions in this manual have been translated into additional pages; thus, we would like to highlight a few portions of the manual relevant to your supervisory responsibilities with our intern.

***Portions of the Internship Manual which will clarify your role as well as responsibilities include the following:***

- ***Foreword to the School Supervisor*** (page 1)
- ***Internship Roles and Responsibilities: Supervisor Role*** (page 27).
- ***Internship Experience Requirements*** (page 28). *This details the activities we hope our intern is able to experience. We recognize variations in these requirements, based on school counseling activities at each internship placement school. Thus, these are not absolute requirements. As our intern grows in competence, we would like the student to perform under supervision a variety of counseling activities that a professional counselor would be expected to perform in a school setting.*
- ***Sequential Progression of Internship Activities*** (page 39). *This section outlines a gradual progression of responsibilities that could potential evolve over the course of the internship experience, depending on the intern's competencies.*
- ***Supervision Section*** (pages 86-94). *This is primarily provided for the intern, as we will discuss their development as "peer supervisors" during our group supervision course.*

***Portions of the Internship Manual which you need to complete or be involved in completion include the following:***

- ***Affiliation Agreement*** (pages 30-34). *The University attorney developed this documentation so that the university's liability insurance will cover our student's internship activities. We only need one copy of this on file for each school district. If we do not have an Affiliation Agreement on file for your school district, it is the intern's responsibility to provide you with a copy for completion.*
- ***Intern Evaluation: Supervisor Form*** (pages 97-99). *An evaluation of the intern's progress needs to be completed at the conclusion of the semester. You may choose to summarize your evaluation with either a letter written to the university supervisor or completing this form and returning to the university supervisor.*

***Portions of the Internship Manual which our school counseling student intern need to complete include the following:***

- ***School Counseling Curriculum*** (either Secondary or Elementary School Specialization (pp 3-4).
- ***Intern Assignment Form*** (page 29).
- ***Intern Goal Planning*** (page 35 and 36). *These goals relate to specific skills and competencies the intern needs to develop. After the university supervisor reviews them, it is appropriate for you to discuss them with our intern.*
- ***Proposed Internship Learning Activities*** (page 37). *It is the intern's responsibility to discuss ideas on this form with you, the site supervisor.*
- ***Weekly School Counseling Activity Log*** (page 41). *It is the intern's responsibility to complete the log, and we ask for your verification of activities with your signature.*
- ***Intern Evaluation: Intern Form*** (pages 100-102). *This parallels items on the evaluation form the supervisor completes and is completed for the last class session.*
- ***Intern Performance Evaluation Form*** (pages 103-105). *This is completed by the intern at the conclusion of the semester.*
- ***School Counseling Internship Site Evaluation*** (pages 106-109). *This is completed by the intern at the conclusion of the semester. The purpose of this form is for the university to have a frame of reference of activities conducted at the internship site.*

Thank you for your participation in our school counselor-training program,



**The Role of the Professional School Counselor**  
*Revised by the American School Counselor Association*  
**2009**

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000), and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a counselor-to-student ratio of 1:250.

**The Professional School Counselor's Role**

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

*Foundation*

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

*Delivery*

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
  - individual or group counseling
  - consultation with parents, teachers and other educators
  - referrals to other school support services or community resources
  - peer helping
  - psycho-education
  - intervention and advocacy at the systemic level

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

- **System Support** – System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

#### *Management*

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results
- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

#### *Accountability*

Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

#### **Summary**

Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

#### **References**

Lapan, R. T., Gysbers, N. C., & Kayson, M. A. (2007). Missouri school counselors benefit all students. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4, 163-171.

Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. *Professional School Counseling*, 4, 81-85.

Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

*Revised, 2009*

## **THE NEW VISION OF SCHOOL COUNSELING FROM THE EDUCATION TRUST**

### ***The DeWitt Wallace-Reader's Digest Fund's Transforming School Counseling Initiative***

***University of Scranton School Counseling Program – Companion Status as of 4/00***

#### **SCHOOL COUNSELING IS...**

A profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, the trained school counselor must be an assertive advocate creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them to define the best pathways to successfully achieve their dreams. The school counselor serves as a leader as well as an effective team member working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources.

The function necessarily requires focused attention to students for whom school has been the least successful---poor and minority children. A concentration is required on issues, strategies and interventions that will assist in closing the achievement gap between these students and their more advantaged peers. Measurable success resulting from this effort can be documented by increased numbers of these students, as well as other students, completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

#### **SPECIFIC SCHOOL COUNSELOR ROLES WITH NEW VISION**

- Academic/Student achievement focus
- Whole school and system concerns/issues
- Academic focus, building on student strengths
- Leader, planner, program developer
- Focus on academic counseling, learning and achievement, supporting student success
- Integral members of educational team
- Focused mission and role definition
- Use of data to effect change
- Advocates for inclusion in rigorous preparation for all---especially poor and minority youth
- Teaming and collaboration with all educators in school in resolving issues involving the whole school and community
- Agents for change, especially for educational equity for all students
- Involvement with students, parents, education professionals, community, community agencies
- Accountable for student success, use of data, planning and preparation for access to wide range of post secondary options
- Brokers of services for parents and students from community resources/agencies as well as school system's resources
- Champions for creating pathways for all students to achieve high aspirations

**THE NEW VISION OF SCHOOL COUNSELING  
FROM THE EDUCATION TRUST**

**The DeWitt Wallace-Reader's Digest Fund's  
Transforming School Counseling Initiative**

*University of Scranton School Counseling Program – Companion Status as of 4/00*

**ED TRUST'S ADVISORY COUNCIL'S CONSENSUS ABOUT WHAT  
SCHOOL COUNSELORS SHOULD BE DOING**

<b>Leadership</b>	<b>Advocacy</b>	<b>Teaming and Collaboration</b>	<b>Counseling and Coordination</b>	<b>Assessment and use of data</b>
Promoting, planning, implementing prevention programs, career/college activities, course selection and placement activities, social/personal management and decision making activities	Making available and using data to help the whole school look at student outcomes	Participate/consult with teams for problem-solving; ensuring responsiveness to equity and cultural diversity issues as well as learning styles	Brief counseling encounters with individual students, groups, and families	Assess and interpret student needs, recognizing differences in culture, languages, values and backgrounds
Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view through equity lens	Use data to affect change; calling on resources from school and community	Collaborate with other helping agents (peer helpers, teachers, principal, community agencies, business)	Coordinate resources, human and other, for students, families, and staff, to improve student achievement (community, school, home, etc.)	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences
Arrange 1:1 relationship for students with adults in school setting for additional support and assistance in reaching academic success	Advocate for student experiences and exposures that will broaden students' career awareness and knowledge	Collaborate with school and community teams to focus on rewards, incentives and supports for student achievement	Key liaison working with students and school staff to set high aspirations for all student and develop plans/ supports for achieving these aspirations	Assess building barriers that impede learning, inclusion and/or academic success for students
Play a leadership role in defining and carrying out the Guidance and Counseling function	Advocate for students' placement and school support for rigorous preparation for all students	Collaborate with school staff members in developing staff training on team responses to students' academic, social, emotional and developmental needs	Coordinate staff training initiatives which address student needs on a school wide basis	Interpret student data for use in whole school planning for change

## **AMERICAN SCHOOL COUNSELOR ASSOCIATION POSITION STATEMENT**

**Comprehensive School Counseling Programs** (Adopted 1988; revised 1993, 1997, 2005)

### **The American School Counselor Association (ASCA) Position**

Professional school counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventative in design and developmental in nature. "The ASCA National Model: A Framework for School Counseling Programs" (ASCA, 2005) outlines the components of a comprehensive school counseling program. The ASCA National Model® brings professional school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

### **The Rationale**

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed professional school counselor

Effective school counseling programs are a collaborative effort between the professional school counselor, parents and other educators to create an environment that promotes student achievement. Staff and professional school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access for all students to participate fully in the educational process.

### **The Professional School Counselor's Role**

Professional school counselors focus their skills, time and energy on direct service to students and families. To achieve maximum program effectiveness, the American School Counselor Association recommends a professional school-counselor-to-student ratio of 1:250 and that professional school counselors spend 80 percent of their time in direct service to students. Professional school counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate.

The framework of a comprehensive school counseling program consists of the following four components: foundation, delivery system, management system and accountability.

### **PROGRAM FOUNDATION**

Professional school counselors identify personal beliefs and philosophies to address how all students will benefit from the school counseling program. These beliefs and philosophies guide the development, implementation and evaluation of the comprehensive school counseling program. Professional school counselors create a mission statement aligned with their school's mission and collaborate with others to promote academic, career and personal/social development of all students.

### **DELIVERY OF SERVICES**

Professional school counselors provide services to students, parents, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to assist

students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive Services – Responsive services are preventative and/or interventive activities that meet students' immediate and future needs. These needs can be necessitated by events and conditions in the students' lives and may require any of the following:
  - o individual or group counseling
  - o consultation with parents, teachers and other educators
  - o referrals to other school support services or community resources
  - o peer helping
  - o information

Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns.

- System Support – System support consists of management activities that establish, maintain and enhance the total school counseling program and include professional development, consultation, collaboration, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations that promote school counseling at the local, state and national levels.

### **PROGRAM MANAGEMENT**

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated and reflective of the school's needs. Tools and processes include:

- agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- advisory councils made up of students, parents, teachers, counselors, administrators and community members to review school counseling program results and to make recommendations
- use of student data to measure the results of the program as well as effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention programs and services that define the desired student competencies and measure achievement result.
- Allotment of 80 percent of the professional school counselor's time to direct service with students
- use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

### **ACCOUNTABILITY**

To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors report on immediate, intermediate and long-range results showing how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of the school counseling program on school improvement and student achievement. Professional school counselors conduct school counseling program audits that guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

### **Summary**

Professional school counselors develop and deliver comprehensive school counseling programs that support and promote student achievement. As outlined in the ASCA National Model, these programs include a systematic and planned program delivery involving all students and enhancing the learning process. The comprehensive school counseling program is supported by appropriate resources and implemented by a credentialed professional school counselor. The ASCA National Model brings professional school counselors together with one vision and one voice, which creates unity and focus towards improving student achievement.

## **AMERICAN SCHOOL COUNSELOR ASSOCIATION POSITION STATEMENT**

**The Professional School Counselor and Students with Special Needs** (Adopted 1999; revised 2004)

Professional school counselors encourage and support all students' academic, personal/social and career development through comprehensive school counseling programs. Professional school counselors are committed to helping all students realize their potential and make adequate yearly progress despite challenges that may result from identified disabilities and other special needs.

### **Rationale**

Professional school counselors have increasingly important roles in working with students who have special needs. State and federal laws require schools to provide an equitable education for all students, including those with special needs. Components of federal laws such as due process, individual educational programs, least restrictive environment and other plans for student with accommodations and modifications provide opportunities to use the professional school counselor's skills to benefit students with special needs. Professional school counselors work with students with special needs both in special class settings and in the regular classroom and are a key component in assisting with transitions to post-secondary options. It is particularly important that the professional school counselor's role in these procedures is clearly defined and is in compliance with laws and local policies.

### **The Professional School Counselor's Role**

When appropriate, interventions in which the professional school counselor participates may include but are not limited to:

- leading school counseling activities as a part of the comprehensive school counseling program
- providing collaborative services consistent with those services provided to students through the comprehensive school counseling program
- serving on the school's multidisciplinary team that identifies students who may need assessments to determine special needs within the scope and practice of the professional school counselor
- collaborating with other student support specialists in the delivery of services.
- providing group and individual counseling
- advocating for students with special needs in the school and in the community.
- assisting with the establishment and implementation of plans for accommodations and modifications
- providing assistance with transitions from grade to grade as well as post-secondary options
- consulting and collaborating with staff and parents to understand the special needs of these students
- making referrals to appropriate specialists within the school system and in the community

The professional school counselor advocates for students with special needs and is one of many school staff members who may be responsible for providing information as written plans are prepared for students with special needs. The professional school counselor has a responsibility to be a part of designing portions of these plans related to the comprehensive school counseling program, but it is inappropriate for the professional school counselor to serve in supervisory or administrative roles such as:

- making decisions regarding placement or retention
- serving in any supervisory capacity related to the implementation of IDEA
- serving as the LEA representative for the team writing the IEP
- coordinating the 504 planning team
- supervising of the implementation of the 504 plan

The professional school counselor continues to seek opportunities for professional development to better understand special needs in regards to assessment, research and legislation. The professional school counselor also collaborates with members of the community who are providing services to students with special needs.

**Summary**

The professional school counselor takes an active role in providing a comprehensive school counseling program to students with special needs. Professional school counselors advocate for all students and provide collaborative services to students with special needs consistent with those services provided to students through the comprehensive school counseling program.



## **AMERICAN SCHOOL COUNSELOR ASSOCIATION POSITION STATEMENT**

### **The Professional School Counselor And Equity for All Students (Adopted 2006)**

#### **American School Counselor Association (ASCA) Position**

Professional school counselors recognize and distinguish individual and group differences and strive to value all students and groups equally. Professional school counselors advocate for the equitable treatment of all students in school and in the community.

#### **The Rationale**

Students from any background can face development issues that impact student success. Some students in schools report there is no adult in the school with whom they feel they can discuss these issues, and many of these students come from underrepresented social or cultural groups.

Historically, underrepresented populations have faced barriers to participating in a rigorous curriculum and higher level classes. Professional school counselors, teachers, administrators and other school staff are involuntary gatekeepers of access to these classrooms. When students feel like they are being treated in a biased or negative manner, they often exhibit self-destructive behaviors such as truancy, withdrawal, acting out and non-participation in class activities. Conversely, when students believe that they are treated fairly, they are more likely to be engaged in school, talk about pressing issues, and participate in class activities.

#### **The Professional School Counselor's Role**

Professional school counselors develop and implement a comprehensive school counseling program that promotes equity and access for all students. Professional school counselors are mindful of school and community perceptions of the treatment of underrepresented groups and understand the importance of collaborating with school and community groups in order to help all students succeed.

Professional school counselors promote equitable treatment of all students by:

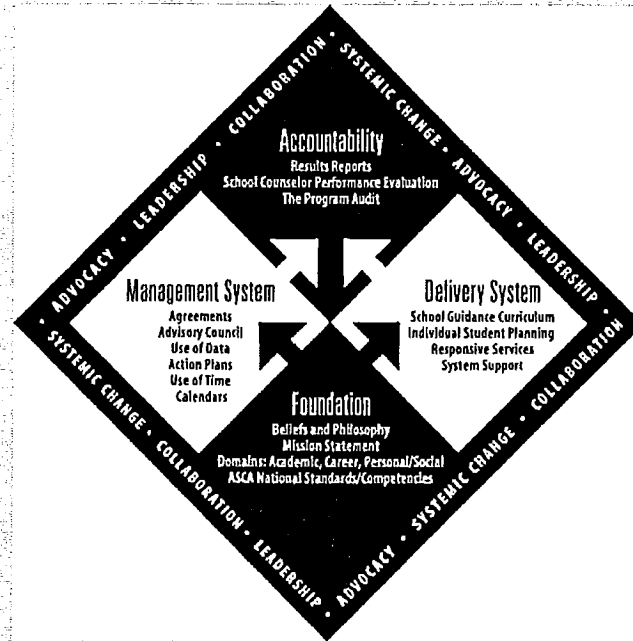
- Maintaining professional knowledge of the ever-changing and complex world of students' culture
- Maintaining knowledge and skills for working in a diverse and multicultural work setting
- Informing school staff of changes regarding different groups within the community
- Promoting the development of school policies that promote equitable treatment of all students and opposing school policies that hinder equitable treatment of any student
- Promoting access to rigorous standards-based curriculum, academic courses and learning paths for college and career for all students
- Developing plans to address over- or underrepresentation of specific groups in programs such as special education, honors, Advanced Placement®, and International Baccalaureate®
- Creating an environment that encourages any student or group to feel comfortable to come forward with problems.

#### **Summary**

Professional school counselors recognize and distinguish individual and group differences and strive to value all students and groups equally. Professional school counselors promote the equitable treatment of all students in school and the community.

**AMERICAN SCHOOL COUNSELOR ASSOCIATION  
NATIONAL MODEL**

# ASCA National Model



## **NATIONAL SCHOOL COUNSELING STANDARDS**

### **Academic**

#### **Standard A. Effective learning (school / lifespan)**

1. ***Improve academic self-concept***
  - Feelings of competence
  - Interest in learning
  - Pride in work and achievement
  - Accept mistakes
  - Behaviors for successful learning
2. ***Skills to improve learning***
  - Time and task management
  - Role of effort and persistence
  - Ask for help
  - Consider learning styles
3. ***Achieve school success***
  - Self-responsibility
  - Work: independently and cooperatively
  - Range of interests and abilities
  - Dependability, productivity, initiative
  - Share knowledge

#### **Standard B. Complete school so can choose from options**

1. ***Improve learning***
  - Motivation
  - Critical thinking skills
  - Academic success
  - Information and support from significant others
  - Organize and apply academic information
  - Self-directed, independent learner

#### **Standard C. Link between academics and work, home and community**

1. ***School to life experiences***
  - Balance school, after school, and family
  - Involvement in activities beyond school
  - Link between learning and work
  - Value lifelong learning
  - Role school success for after school transition
  - Role school success for career opportunities

### **Career Development**

#### **Standard A. Link world of work and self**

1. ***Career awareness***
  - Use of career information
  - Learn about occupations
  - Personal abilities, interests, and motivation
  - Work in teams
  - Decision-making
  - Goal-setting
  - Planning
  - Competency in interest areas

Avocational interests  
Work and leisure balance

**2. Employment readiness**

Employability skills: teamwork, problem-solving, organized  
Job seeking skills  
Understand changing workplace  
Rights and responsibilities of employees and employers  
Respect uniqueness of individuals at workplace  
Write a resume  
Positive attitude  
Job maintenance skills  
Time and task management

**Standard B. Strategies to achieve future goals**

**1. Acquire career information**

Apply decision-making skills  
Identify skills, interests, and abilities  
Career planning process  
Occupational classification  
Obtain career information  
Use Internet for career planning  
Describe traditional and nontraditional occupations  
Influence of economic and societal needs on employment trends

**2. Identify career goals**

Education and training needed for career goals  
Link between educational plan and career goals  
Use employability and job readiness skills  
Select coursework related to career interests  
Career planning portfolio

**Standard C. Relationship between self, education and world of work**

**1. Acquire knowledge to achieve career goals**

Relationship between academic achievement and career success  
Work leads to personal success and satisfaction  
Personal preferences & interests  
Changing workplace requires lifelong learning  
Effect of work on lifestyles  
Equity and access in career choice  
Work means of personal expression

**2. Apply skills to achieve career goals**

Relationship between interests, abilities, and achievement to social, educational, and career goals  
  
Use conflict management skills  
Work cooperatively as a team member  
Academic and employment readiness skills

***Personal/ Social Development***

**Standard A. Understand and respect self and others**

**1. Self-knowledge**

Positive attitude toward self  
Identify values, attitudes and beliefs  
Goal setting process

- Understand normalcy of change
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Personal boundaries, rights and privacy needs
- Self-control
- Cooperative group behavior
- Personal strengths and assets
- Changing personal and social roles
- Changing family roles

**2. *Interpersonal Skills***

- Everyone has rights and responsibilities
- Alternative points of view
- Accept and appreciate individual differences
- Accept and appreciate ethnic and cultural diversity
- Respect various family configurations
- Effective communication skills
- Communication = speaking, listening, and nonverbal behavior
- Make and keep friends

**Standard B. Decision-making and goal-setting and achievement**

**1. *Self-knowledge applications***

- Decision-making and problem-solving model
- Consequences of decisions and choices
- Alternate solutions to problems
- Coping skills
- Seek help for problem solving and decision-making
- Conflict resolution
- Individual and cultural differences
- Peer pressure (influences on decision making)
- Long and short-term goals
- Persistence and perseverance
- Action plan for goal achievement

**Standard C. Safety and Survival Skills**

**1. *Acquire personal safety skills***

- Knowledge of personal information
- Relationship between rules, laws, safety and individual's rights
- Appropriate and inappropriate physical contact
- Assert boundaries, rights and personal privacy
- Peer support situations vs. adult professional help situations
- Resource people in school and community
- Problem-solving & decision-making leading to safe and healthy choices
- Emotional and physical dangers of substance use and abuse
- Peer pressure
- Managing stress and conflict
- Coping skills

## **CHOOSING AN INTERNSHIP PLACEMENT SITE**

Finding potential school internship placements is the first step. The next step is to select an internship placement from among the possibilities. Approach this process thoughtfully because it is important that this school counseling experience be positive. As an intern, you may feel that you cannot afford to be too critical when choosing an internship because, after all, you are the one seeking the position. Nevertheless, you will be giving substantial amounts of your own time and resources to the internship so you should consider carefully where you are likely to get the most benefit.

One way to evaluate what features to look for is to consider what other interns have found important in their selection process. The features that will be most important to you will depend on your career goals, but surveys of interns have shown several key variables that influence decisions: the match of interests between the training site and the intern, the reputation of the school, special school counseling program opportunities, the breadth and diversity of the student population, location, quality of supervision, and the intern's gut feeling about the site (Stedman, Neff, Donahoe, Kopek, & Hays, 1995).

After you have given some thought to the features that are most important to your own interests, the next step involves matching those interests with the school internship sites available. Comparing information from the intern and potential school placement allows instructors, students, and the school to make informed decisions about the suitability of a given placement for a specific intern. Such information may also reduce the likelihood of placements that do not work out (Holtzman & Raskin, 1989).

Another approach described by Brill, Wolkin, and McKeel (1987) suggested that prospective interns could narrow the field of potential internship placements by using a visualization exercise to imagine ideal short- and long-term training goals and opportunities. The intern and instructor then consider insights gained from that process as they review information and materials.

### **Supervision**

Although many interns select placements based on type of school and students, location, or other considerations, perhaps an important factor to consider involves the professionals who will work with you and provide supervision. The quality of the internship experience is often related to the quality of supervision received. This observation has also been made by Munson (1989) who commented, "Increasingly, I have come to appreciate that supervision is the most important educational experience any clinical practitioner undergoes" (p. 2).

Munson went on to list 15 things that supervisees have a "right to expect that a supervisor will be." The list includes such qualities as being a master teacher, having confidence in knowledge but openness to questioning, being able to accept criticism without defensiveness, orienting the student to the internship setting, and knowing, and adhering to ethical standards. Not every supervisor will possess all of Munson's desired qualities, but his list can help interns identify some of the characteristics that lead to positive supervisory experiences.

Interns who are selecting placements need to ask this basic question about a supervisor: "Is this someone I think I can work with and who would be interested in helping me learn?" In answering this question, consider the supervisor's personality, qualifications, and areas of interest, as well as the likelihood that this person will give you sufficient supervision time and instruction. You also should take into account your level of development in the school counseling field. Stoltenberg (1981), Heppner and Roehlke (1984), and Friedman and Kaslow (1986) have all described the developmental stages of supervision and suggest that the needs of supervisees change with experiences.

Apart from your competence and experience, you should also consider your personality and learning needs. You may be naturally suited to a nurturing environment and a supervisor who

provides a great deal of direction. Or, you may be a person who benefits more with less direction and greater autonomy. The most important point is to find a supervisor who will work with you as an individual in the way that best suits your personality and style of learning.

In selecting a supervisor, also consider compatibility of counseling philosophy or approach, and views on comprehensive school counseling programming. Many interns broaden their views and become more confident when working with supervisors from different theoretical orientations than their own, but others have experienced significant conflicts. Thus, while you should not limit yourself to working with supervisors who share your counseling viewpoints, it is important for you to be open to new ideas and to select a supervisor who is willing to consider different approaches.

The best way to get to know potential supervisors is to schedule a meeting with them. Remember that in this meeting both of you will be trying to evaluate how well an internship together will work. Supervisors will want to know what your academic training and practical experiences are. They will also be interested in your personality. Can they rely on you? Are you diligent in your work? Will you take suggestions or instructions well? And, will it be in some way worth the supervisor's time to supervise you?

For your part, you will be asking some of the same questions the supervisor asks about you (Pitts, 1992). You will be interested in this person's professional experience and in any specific training or experience as a supervisor. You will also want to know if this person will be a good teacher, someone who lets you take some risks and make mistakes in the process of learning but who is there with guidance and support when you need it.

### **Learning Opportunities**

Along with identifying a supervisor with whom you would like to do an internship, you should also consider the kinds of learning opportunities that will be available to you and clarify your role before starting an internship. The lack of sufficiently interesting or challenging learning opportunities is one of the most common causes of complaints and frustration for interns. It is not infrequent for interns to select what appear to be ideal placements only to discover that all they are allowed to do is help with reorganizing files, or "baby-sit" students while teachers or counselors are out of the room. If you know from the outset what opportunities you desire, and what the internship can and will make available, you can avoid such disappointments.

During the first phase of your internship, most of the focus will be on learning by observing. This means you should have the opportunity to observe many different elements of school activities. Ideally, interns should have at least some opportunity to observe everything that goes on, from staff meetings and paperwork to direct treatment and other service delivery. It is important for interns to know both the rewarding and the mundane aspects of the profession.

As their abilities and training allow, interns will gradually move past observational learning and begin to accept responsibility in counseling and counseling programming activities. This must be closely coordinated with the supervisor, but your goal should be to take new challenges in stages, pushing yourself slightly each time but never extending beyond your level of competence. For example, after being a participant observer in a group, you may become involved in facilitating the group. Or if you have read a number of student records and evaluation reports, you might want to try your hand at writing a report. The exact nature and extent of your involvement should evolve as you gain experience in your internship and your supervisor develops more knowledge of, and confidence in, your abilities. Again, if you hope to have a certain kind of experience in your internship, you should check with potential placements and supervisors to determine whether that experience will be available to you.

## **Treatment Approaches**

Internships provide your best opportunity to experience firsthand what a technique that appeals to you in theory is like in actual practice. If you have a particular interest in a specific approach, you may want to seek a placement where you can try out that approach. If you already have experience in one intervention approach, consider seeking opportunities to try different approaches.

## **Practical Issues: Location and Times**

The issues addressed thus far have primarily been concerned with the nature and quality of clinical experience and training you will receive. More mundane, but not to be overlooked, are such practical considerations as where the placement is located and how your available days and times match those of the placement site.

It is important for interns to be on their placement site at regularly scheduled times. Ideally, interns should be at the placement a minimum of two to three hours a day for at least three days per week. Interns who are on site at irregular or infrequent times do not fully integrate into the routine of the placement. Unless interns are present on a regular basis, staff are unlikely to be sufficiently comfortable or confident with them to readily involve them in activities. Keep in mind, too, that insofar as the internship serves as preparation for employment, dependable attendance is a key way to demonstrate your employment readiness.

As you consider your schedule and make arrangements with an internship placement, be as realistic as possible about the times in which you will be available. Many interns do not heed this advice and overextend themselves because they have a great desire to learn and will try to do whatever their placement sites ask. The motivation to learn is admirable, but if you extend yourself too far you may end up disappointing yourself and your school placement site.

When you schedule times with your internship, consider the other factors in your life, including family, work, and other coursework. Try to take into account predictable "crunch" times that you can anticipate in your academic or personal schedule. If you know that midterms or finals will demand additional time for study, or if you will be working on a major research project, talk about that with your supervisor and make arrangements well in advance. If academic and other time demands will severely limit the time available for an internship, or if your schedule is so variable that you cannot set aside consistent times for the internship, consider doing the internship at some other time or change other elements of your schedule to better accommodate the internship. The activities of many schools vary from day to day and at different times of the day. To get a feel for the rhythms of your placement, try to be at the internship at other times in addition to your regularly scheduled times. Ask about special activities, programs, and events.



## **DISCUSSION AND REFLECTION TOPICS**

**Previous school experiences.** List any previous school-related experiences you have had.

**Academic classes or skills training.** List any courses or skills training that would be relevant to an internship. (e.g., Developmental Psychology, Counseling Theories, etc. Practicum). For each course, describe the most important learning you acquired in approximately two sentences.

**Time.** Carefully considering the requirement for your program and the various other commitments in your life, how much time can you realistically allocate to your internship placement each week? Please be specific about days and times you will or will not be available.

**School Setting.** What school settings would best match your abilities and interests at this time? Indicate any prior course work or experience relating to this type of school setting. How does this type of setting complement your career goals?

**Counseling Approach.** What theoretical orientations and/or counseling styles are most interesting to you at present? Indicate any prior courses, training, or experience working with this approach.

**Group Counseling and Classroom Guidance.** What type of experiences are you looking for in these areas of school counseling service delivery? Indicate any prior courses, training, or experience with these types of service delivery.

**Indirect Service Opportunities.** What type of experiences are you looking for in areas of school counseling indirect service delivery? Indicate any prior courses, training, or experience you have had with this area of school counseling programming.

**Learning Opportunities.** What sorts of learning opportunities do you hope to have at your internship and what level of involvement and responsibility would you like? For example you might want to learn about senior interviews by first observing, then doing part of them with supervision, then doing a complete interview, and then doing a complete interview with a written report. List any opportunities you think would be interesting here. Also note if you already have some experience in an area.

**Supervision.** What supervisor qualities do you think you would work with best? What supervision styles might challenge you but help you learn?

**Career Plans.** What experiences will be most useful in helping your candidacy for a job or future academic endeavors?

**Safety and Risks.** List any concerns you might have about the limits of your abilities or knowledge.

**Other Comments.** Please identify or discuss any issues that you have not had an opportunity to address above.

## ***PREPARING FOR AN INTERNSHIP INTERVIEW***

The following material will be helpful in allowing you to make a professional presentation of yourself while securing an internship placement and/or searching for a job at the completion of your program. It is important that your association with a potential supervisor is a planned and organized interaction. Often times your first contact is actually through your paperwork (e.g., cover letter, application, resume). The format, neatness, and promptness of these materials are extremely crucial. If you don't look good on paper, you may not have a chance for an internship or placement.

Although each personal interview will vary in format, content, and length there are some general guidelines that all interviewees will want to be aware of before preparing for an interview. The examples included in this section provide sample questions and professional etiquette that will orient you to the interview procedures and protocol.

### ***WHAT SUPERVISORS LOOK FOR DURING AN INTERVIEW***

1. Indications of positive, healthy attitudes
2. Signs of reliance and initiative
3. Indications of the school counseling intern applicant's intelligence in paperwork submitted
4. Educational background
5. Appearance and quality of paperwork submitted
6. The nature of the school counseling intern applicant's replies
7. The school counseling intern applicant's work history

### **COMMON INTERVIEW QUESTIONS**

#### **General**

What would constitute fulfilling your ideal, long range plans?  
 What reasons do you have for wanting to work at our school?  
 How did you select school counseling as your occupation?  
 What counseling experiences have you had?  
 Could you summarize your practicum experiences?  
 What school counseling intern experiences are you looking for?  
 What have you done to grow as a professional school counselor?  
 What types of students have you worked with in the past?  
 What types of students are challenging for you to work with?  
 What are the university expectations of this experience?  
 What are some of your specialized skills?

#### ***Individual Counseling***

What is your experience with counseling students in this age range?  
 Describe the kinds of cases you have worked with, including your theoretical orientation.  
 What experiences have you had doing emergency work or crisis interventions?  
 What kinds of cases do you work well with and what kinds of student issues present particular problems?  
 What are your strengths as a counselor and what areas need improvement?

#### ***Group Counseling***

Have you led groups? What kinds and in what settings?  
 Have you had co leadership experiences with groups?  
 What elements of the co-leadership experience was helpful or difficult?

**Classroom Guidance**

Describe your experience in presenting in front of classroom-size groups or leading workshops.

**Appraisal**

What is your background in testing?

What tests are you familiar with?

In what specific areas do you want/need further training?

**Parents**

Describe your experiences working with parents.

**School System (including faculty and staff)**

Could you tell me a little bit about what you know about our school (school district)?

**Consultation**

What is your background in consultation?

Have you collaborated with other professionals in school-related or counseling-related settings?

**Supervision**

What are your expectations of supervision?

What styles of supervision best facilitate your learning?

Describe a rewarding supervision experience.

**Work with Special Populations**

Describe your experiences working with special needs populations?

What aspects of special education processes are you familiar (IEP, IST, Child Study Teams, etc.)?

Have you worked with any clients that present handicapped, gay, minority, or cross-culture concerns?

**Closing**

What areas of your interest are not addressed by this internship?

What areas are especially attractive?

What are your future plans and goals?

**SUGGESTED QUESTIONS TO ASK INTERNSHIP SUPERVISORS**

1. What do I need to know about the school environment/culture and student population?
2. How much opportunity is there for me to pursue special learning interests?
3. What kind of activities will I be involved in each week?
4. What should I do if I would like to take on additional responsibilities?
5. What should I do if I feel I need immediate supervision on an issue?
6. What space arrangements are there?
7. What are the strengths of this school counseling program?
8. What are your plans for programmatic growth and development?

Boylan, J. (1995). Internship experience. In Practicum and Internship: Textbook for Counseling and Psychotherapy (2<sup>nd</sup> ed.). Ed. By J. C. Boylan, P. B. Malley, & J. Scott. Washington, DC: Taylor and Francis.

Hersch, J. B. & Poey, K. (1984). A proposed interviewing guide for intern applicants. Professional Psychology: Research, 15, 305.

### ***INTERNSHIP SCHOOL PLACEMENT PURPOSE***

The School Counseling Program Internship is an opportunity for students to integrate the academic and practical aspects of their professional school counseling training program. Internship consists of numerous activities centered around actual counseling and training activities with students. The intern student has a chance to gain experience, develop competencies, integrate past learning, and realize personal and professional growth under the guidance of a supervisor.

The intern student is expected to demonstrate an increase in designated skills as the experience progresses. At the beginning of the placement, greater emphasis is on openness to experience, willingness to examine the counseling process, recognition of professional and ethical issues, and meaningful involvement in one's own growth and development. As the intern student progresses through the program, experiences become broader and deeper and the student is expected to demonstrate a higher level of professional competence.

In addition to the opportunity of putting into practice a broad range of counseling skills, internship offers the unique and necessary opportunity for the integration of practical experience and theoretical knowledge. Internship experiences an supervision gives the student the opportunities and models for transferring methodology and theories to applied situations.

Although school internship sites differ, the key is INVOLVEMENT with students, counselors, teachers, administrators, and other staff in meaningful professional experiences. In addition to the responsibility to students and to one's self, the school counseling intern student represents the University of Scranton and the Counseling and Human Services Department. The intern works with the school internship site as a team member within their system.

### ***INTERNSHIP GROUP SUPERVISION COURSE PURPOSE***

The school counseling intern will participate in a weekly school counseling internship course. This course serves as the group supervision component of students' fieldwork placement and is critical to a successful school counseling internship experience. The course is designed to complement the students' on-site experiences. The course has an emphasis on counseling and engaging in school counseling programming activities within a framework of social advocacy and educational equity. Focus is given to refining skills that promote social, emotional, academic, and cultural adjustment for students and their families K-12. Ethical guidelines regarding the activities and reporting of professional school counseling activities must be strictly adhered to at all times. Awareness of contextual and environmental factors unique to specific school settings will be emphasized.

## ***INTERNSHIP CONCEPTUAL FRAMEWORK***

Through internship, school counseling interns will demonstrate progress in the achievement of critical propositions that form the conceptual framework for the school counseling internship experience.

1. School counselors are committed to students and their learning. Professional school counselors will (a) act on the belief that all students can learn; (b) recognize the individual differences of students and plan intervention accordingly, including individual differences of students and special needs; (c) use thorough understanding of how individual students learn and develop; and (d) recognize a school counselor's mission as extending beyond developing the cognitive capacity of students.
2. School counselors know the material they present and how to present those subjects effectively to students. Professional school counselors will generate multiple paths to knowledge such as problem-solving, social interactions, and critical thinking.
3. School counselors are responsible for managing and monitoring student learning. Professional school counselors will: (a) create, enrich, and alter the organizational structures over which they have control; (b) demonstrate flexibility by using many options in helping students learn; and (c) use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis.
4. School counselors think systematically about their practice and learn from experience. Professional school counselors will (a) draw on professional counseling and educational research and scholarship to improve practice; (b) model wise and ethical decision-making; and (c) apply the methods and theories learned in the classroom to appropriate problems of clients in the school during individual and group counseling sessions.
5. School counselors are members of learning communities. Professional school counselors will: (a) model roles expected of educated persons whose character and competence exemplify the virtues to be imparted to students, including becoming an agent of change; (b) participate in collaborative efforts with other professionals, parents, and other agencies; and (c) commit to life-long learning and participation in professional development.

## **INTERNSHIP ROLES AND RESPONSIBILITIES**

### ***Student role and time commitment***

#### **School counseling intern role**

School counseling interns are essential guest team members in the school setting. This mutually beneficial situation requires that interns follow guidelines that are similar to those followed by the contracted staff. While expectations of staff, and therefore, school counseling interns, vary from school to school, there are some general guidelines so that all gain the most benefit from the experience.

The role of the school counseling intern is to obtain practice and experience in counseling--not to change the system or setting. The privileges that are extended to interns are tenuous and may be revoked by the school at its discretion.

Prior to beginning the internship, school counseling students will have the majority of school counseling courses and a practicum. After consultation with a school counseling program faculty member, students select an internship site appropriate to their skills, knowledge, and specific area of interest. The faculty assists students in establishing a contract with the site of choice. Upon mutual acceptance by student and school, school counseling interns then follow the procedures listed below:

1. School counseling interns complete in writing an Internship Agreement with the school setting in which the internship is to take place. The agreement describes the objectives, duties, and responsibilities of the internship experience. The agreement form is completed, signed, and triplicated. The intern distributes copies to: the School Counseling Internship Site Supervisor, The School Counseling Program Internship University Supervisor, and keeps a copy.
2. Interns assess if an Affiliation Agreement needs to be completed for this school district. The Affiliation Agreement describes the legal parameters of the internship experience. The Affiliation Agreement is completed, signed, and triplicated. It is distributed to the same individuals as above.
3. School Counseling interns engage in a broad range of typical school counseling activities beyond individual counseling. Such activities include direct and indirect service delivery representative of implementing a comprehensive school counseling program.
4. School counseling interns participate in an average of one hour per week of individual supervision at their school placement site. School counseling interns participate in a minimum of one and one-half hours of group supervision per week at the university.
5. Interns maintain a record of activities and hours to be discussed with and initiated by the internship site supervisor periodically. The records are submitted to the faculty internship supervisor monthly.

#### **Time commitment**

The School Counseling Program requires at least 600 hours of documented internship experience with at least 240 hours of direct contact. Student, faculty supervisor, and site supervisor agree upon the number and distribution of internship hours each semester. Hours are based on student needs, other commitments, competencies, and upon the needs and desires of the school involved. The total 7600 internship hours may involve more than one internship site.

### **Supervisor Role**

The school site supervisor is an experienced professional with a minimum of a Master's degree in an appropriate field and basic counseling skill competency. The supervisor shall have two years minimum of professional school counseling experience. The supervisor assists the school counseling intern in establishing goals, assessing and evaluating professional development, and in helping interns to become an integral part of the staff and internship setting. To assist the supervisor, the following objectives for internship supervision are articulated.

1. Guide school counseling interns toward the acquisition of specific skills and knowledge related to direct delivery of school counseling services to an appropriate student population.
2. Provide school counseling interns with comprehensive school counseling programming opportunities and counseling situations in which they can gain experience in practical applications of methods and techniques.
3. Assist school counseling interns in planning for efficient use of time and resources. Help school counseling interns develop positive working relationships with supervisors, peers, school staff, and related agencies.

The school counseling internship site supervisor is expected to follow specific procedures. These may be modified to meet the needs of both interns and students at the internship placement school and the school setting community:

1. Assist school counseling interns in developing a list of objectives, responsibilities, and tasks specific to the school involves (see *Internship Goals and Learning Activities*).
2. Provide an average of one (1) hour per week of individual supervision.
3. Communicate with the School Counseling Program faculty supervisor regarding progress of the intern.
4. Provide evaluations for the School Counseling Program faculty coordinator and share these evaluations with interns (inform program faculty if you do not desire to share evaluations).
5. Review the school counseling intern's record keeping; sign off at designated times.

### **School Counseling Program Faculty Supervisor Role**

Supervision of student skills and acquisition of knowledge has been the responsibility of the faculty up to the time of internship. During the internship the faculty supervisor is expected to function as a liaison person between the School Counselor Training Program and the internship school placement. Primary supervision of the intern student is with the on-site supervisor. During the course of internship, the faculty supervisor performs the following tasks:

1. Contact the school site supervisor as needed for arranging internship placement.
2. Maintain phone contact with the site supervisor. Visit the site at least once (hopefully twice) during the course of the internship.
3. Review the evaluations submitted by the site supervisor, and conduct an individual interview with the school counseling intern to go over the evaluation feedback.
4. Evaluate the entire internship experience for both school counseling intern and internship placement school and work toward continued improvement of learning opportunities for the student.
5. Review the school counseling intern's records at least monthly during the course of internship.
6. Meet with the intern in 1 ½ hour weekly group supervision seminars. Provide ongoing supervision as needed during the seminar and outside the seminar setting.

## ***INTERNSHIP EXPERIENCE REQUIREMENTS***

School counseling interns will demonstrate knowledge skills, sensitivity, and cultural awareness as school counseling interns and as consultants on school counseling issues within a school setting. The School Counseling Program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum and a majority of the school counseling coursework. The internship provides an opportunity for the student to perform under supervision a variety of counseling activities that a professional counselor would be expected to perform in a school setting. The school counseling internship includes the following:

1. 240 hours of direct service (individual and group counseling, classroom guidance) with clients appropriate to the student's School Counseling Program specialization;
2. an average of one (1) hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor;
3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a School Counseling Program faculty member;
4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (consultation, record keeping, supervision, information and referral, in-service, staff meetings, faculty meetings, etc.);
5. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
6. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

## ***INTERNSHIP OBJECTIVES***

1. Experience the school counselor role, understanding the role of self-understanding and accepting individual differences in students.
2. Participate in the coordination and use of community resources and services in meeting students' needs.
3. Develop awareness of the everyday school experience, and experience the complexities of school counseling.
4. Work cooperatively with supervisor and school staff in order to gain experience in working as a member of a school system.
5. Apply high standards of professional ethics.
6. Try out techniques under conditions which would not be injurious to student clients.
7. Experience a variety of professional activities.
8. Understand the organizational structure of a school, including all policies, practices and working conditions.
9. Develop working relationships with all aspects of the educational process.
10. Identify and define the roles and functions of the elementary or secondary school counselor and analyze the functional relationship between comprehensive school counseling programming and other aspects of the educational system.
11. Participate with other professionals in the development, implementation, and evaluation of both direct and indirect counseling programs and services.
12. Demonstrate sensitivity to the values and needs of students from diverse socioeconomic, ethnic, and racial groups.
13. Assist in the determination of the educational needs of students and the most effective means of meeting those needs.



**INTERN ASSIGNMENT**  
**School Counseling Program**  
**Counseling and Human Services Department**  
**University of Scranton**

**INTERN DATA**

**NAME:** \_\_\_\_\_

**ADDRESS and PHONE (Note: we will also utilize your U of S email account for contact):** \_\_\_\_\_

**INTERNSHIP SETTING**

**School and Grade Level** \_\_\_\_\_

**Complete School Address** \_\_\_\_\_

**Contact Person and Phone** \_\_\_\_\_

**Site Supervisor (if different from contact person) and phone)** \_\_\_\_\_

**Site Supervisor's Counseling Experience and Education Background (for our accreditation purposes, please include academic degrees, dates, and relevant certifications/license)**

**STARTING DATE:** \_\_\_\_\_ **COMPLETION DATE:** \_\_\_\_\_

**HOURS AND DAYS PER WEEK** \_\_\_\_\_

**LIMITATIONS (days/times of day not available)** \_\_\_\_\_

**RELEVANT SCHOOL INFORMATION**

Please attach a one-two page statement summarize internship setting school's mission statement, accreditations, summary of school population, composition and objectives of school counseling program in school, etc.

**ACADEMIC PREPARATION**

Please attach a copy of your school counseling curriculum status (courses completed and grades and plans for completing courses to graduation).

**AFFILIATION AGREEMENT FOR INTERNSHIP EXPERIENCE**

Between the

University of Scranton, a Pennsylvania Nonprofit Corporation  
Located in Scranton, Pennsylvania

And

\_\_\_\_\_  
(School and School District/Agency)

\_\_\_\_\_  
(Mailing address)

\_\_\_\_\_  
(City/State/Zip)

\_\_\_\_\_  
(Phone and email)

This Affiliation Agreement is made by and between the University of Scranton (hereinafter referred to as the University) and \_\_\_\_\_ (hereinafter referred to as the Agency).

**WITNESSETH:**

WHEREAS, the University, in need of internship sites for students in its Graduate School Counseling Programs in its Department of Counseling and Human Services, has expressed its interest in using the facilities of the Agency; and

WHEREAS, the Agency has such facilities and desires to have Counseling and Human Services students train at such facility;

NOW THEREFORE, in consideration of these premises and of the mutual agreements set forth herein, the University and the Agency agree as follows:

The University and the Agency mutually agree:

to establish the educational objectives for the internship experience, devise methods for their implementation, and evaluate the effectiveness of each;

to make no distinction among students covered by the Agreement on the basis of race, color, sex, creed, age, national origin or nondisqualifying handicap; and

the University and the Agency shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 as amended (the Buckley Amendment) and treat all information about students as confidential. No references or transcripts pertaining to students in the program shall be provided to a third party by the University or the Agency without written authorization from the student.

The University agrees:

1. to assume responsibility for assuring continuing compliance with the educational standards established by the Department of Counseling and Human Services of the University;
2. to establish and maintain communication with the on-site supervisor of the Agency on items pertinent to the specific internship program. On-site visits will be arranged at least once a semester, preferably twice a semester;
3. to advise the student of the responsibility for:
  - a. complying with the existing pertinent rules and regulations of the Agency, and
  - b. conforming to the standards and practices established by the University for students doing internships at the Agency;
4. to make available for internships University students who are covered by the University's professional liability insurance policy;
5. to abide by the applicable internship manual in assigning students to the Agency for fieldwork;
6. to ensure that students abide by the policies of both the University and the Agency while serving in an internship capacity and to take timely and appropriate action when an infraction is committed;
7. to advise each student on the confidential nature of all information that they may come into contact with regarding patients and Agency records; and
8. to abide by, and have its student(s) abide by, any additional requirements imposed by the Agency, as attached hereto as Exhibit A [ Attached;  Not Attached].

The Agency agrees:

1. to advise the University of any changes in the personnel, operation, or policies of the Agency which may affect the internship experience;
2. to determine and notify the University of the number of students which the Agency can accommodate during a given period of time;
3. to provide the student intern with a copy of the Agency's existing pertinent rules and regulations with which the student is expected to comply;
4. to make available, whenever possible, first aid for the assigned student, if necessary (the student to be otherwise responsible for his or her health care);

5. to advise the University of any problem or concerns immediately so corrective action can be taken;
6. to have the right, exercised with the consent of the University, to terminate any internship where the student's health or performance is detrimental to patient or client well-being or to achievement of the stated objectives of the internship experience;
7. to comply with the applicable internship manual which contains academic requirements, policies and procedures;
8. to provide a place for students' personal effects while at the Agency, but not to be responsible for loss or damage to personal possessions; and
9. to provide appropriate supervision to the student at all times.

#### Terms of Agreement and General Provisions

1. Both parties understand that internships are usually one semester in length and placements are at the discretion of the University. This agreement shall be effective when executed by both parties for a period of one year and shall be automatically renewed annually unless otherwise terminated by written notice by one of the parties in accordance with paragraph three (3) below.
2. This Agreement may be changed only by written amendment signed by both parties thereto. Any attempt to amend this Agreement without mutual written consent shall be void.
3. If either party wishes to terminate this agreement, it is understood that written notice of at least one (1) month must be given to the other party. Any notice required by this agreement shall be given to the Administrator of the Agency or the Dean of the Graduate School of the University by the notifying party. Said notice shall be in writing, postage prepaid and shall be personally delivered or sent by certified mail, return receipt requested. The notice shall be effective on the date personally delivered or the date of receipt indicated on the return receipt, as the case may be.
4. The Agency will indemnify, exonerate, defend and hold harmless the University, its trustees, officers, employees and agents of, from and against any and all claims, costs, expenses, judgments or fees, including reasonable attorney's fees, arising from any negligent act or omission of the Agency, its directors, officers, employees and agents. This indemnification will be provided if the University:
  - a. has provided the Agency with prompt written notice of such claim;
  - b. agrees that the Agency shall have full control of the defense or settlement of any such action; and
  - c. cooperates fully with the Agency in the investigation and defense of any such claim.

This promise by the Agency to indemnify and hold harmless the University shall survive the termination of this Agreement.

5. The Agency and the University are independent entities. Nothing in this Agreement shall be constructed to create a relationship of employer and employee, principal and agent, joint venturers, partner or any relationship other than independent contractors.
6. Nothing in this Agreement is intended to or shall create any rights or remedies in any third parties.
7. This Agreement may not be assigned without the express written consent of both parties. Any attempt to assign this Agreement without mutual written consent shall be void.
8. No failure by either party to insist upon the strict performance of any term of this Agreement shall constitute a waiver of any breach of such term. No waiver of the breach of any provision of this Agreement shall be deemed a waiver of any other breach of the same or a different provision.
9. This Agreement contains the entire agreement between the Agency and the University relating to the rights granted and the obligations assumed by this Agreement. Any prior agreements, promises, negotiations or representations, either oral or written, relating to the subject matter of this Agreement not expressly set forth in this Agreement are of no force or effect.
10. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania

IN WITNESS WHEREOF, the University and the Agency have caused this Agreement to be signed by their respective administrators on the dates noted below.

UNIVERSITY OF SCRANTON

SCHOOL

By \_\_\_\_\_

By \_\_\_\_\_

Debra Pellegrino, Ed.D.  
Dean of the Panuska College of Professional  
Studies

Name \_\_\_\_\_  
Title \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

## INTERN GOAL PLANNING

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Site and Supervisor: \_\_\_\_\_

<b><i>Counseling and Skill Competency</i></b>	<b><i>Counseling Skill Development Narrative</i></b>
<ol style="list-style-type: none"> <li>1. Establishes a working relationship with clients.</li> <li>2. Gains client confidence.</li> <li>3. Gathers client historical information.</li> <li>4. Facilitates the client's expression of concern.</li> <li>5. Specifies client problems in concrete terms.</li> <li>6. Provides appropriate information for goal clarification.</li> <li>7. Helps client explore personal alternatives.</li> <li>8. Establishes relevant counseling goals with client.</li> <li>9. Implements an intervention strategy consistent with client information and goals.</li> <li>10. Evaluates client progress with respect to goals.</li> <li>11. Facilitates the client's resolution of concerns.</li> <li>12. Appropriately refers and terminates clients.</li> <li>13. Understands theoretical and conceptual principles as applied to particular client problems.</li> <li>14. Understands diverse cultural ethnic, sexual, and social backgrounds and values.</li> </ol>	
<b><i>Information Service and Assessment Skill Competency</i></b>	<b><i>Information Service and Assessment Skill Development Narrative</i></b>
<ol style="list-style-type: none"> <li>1. Familiar with current information services.</li> <li>2. Uses current sources of information.</li> <li>3. Helps client interpret information relevantly.</li> <li>4. Helps others (staff, parents, etc.) accumulate and interpret information relevantly.</li> <li>5. Appropriately chooses methods of assessment to determine client concerns, problems or characteristics.</li> <li>6. Appropriately administers assessments.</li> <li>7. Appropriately interprets and uses assessment results.</li> </ol>	

<b><i>Supervision Competency</i></b>	<b><i>Supervision Competency Development Narrative</i></b>
<ol style="list-style-type: none"> <li>1. Meets with supervisor as scheduled.</li> <li>2. Forms working relationship with supervisor.</li> <li>3. Uses supervision constructively.</li> <li>4. Open to growth and learning.</li> </ol>	
<b><i>Professional Skill Competency</i></b>	<b><i>Professional Skill Competency Narrative</i></b>
<ol style="list-style-type: none"> <li>1. Willingly assumes responsibility.</li> <li>2. Establishes and maintains facilitative working relationship with staff.</li> <li>3. Shares skills and competencies with peers and supervisors.</li> <li>4. Shares weaknesses with staff in order to improve and is aware of limitations.</li> <li>5. Relates appropriately to non-client community members.</li> <li>6. Behaves professionally (e.g., demeanor, dress, language, etc.)</li> <li>7. Organizes case material.</li> <li>8. Accurately evaluates own counseling session performance.</li> <li>9. Behaves ethically and responsibly with clients, colleagues and adjunct agencies.</li> <li>10. Knows legal rights of clients.</li> <li>11. Knows legal aspects of counseling.</li> <li>12. Participates in staff in-service training.</li> <li>13. Shows commitment to providing service.</li> <li>14. Manages time well.</li> <li>15. Follows through on professional commitments.</li> </ol>	
<b><i>Case Management Skill Competency</i></b>	<b><i>Case Management Skill Competency Narrative</i></b>
<ol style="list-style-type: none"> <li>1. Knows community resources.</li> <li>2. Appropriately uses referral within and outside the site.</li> <li>3. Reasonably schedules and meets with clients.</li> <li>4. Keeps adequate and timely client records.</li> <li>5. Consults with other staff regarding client needs.</li> <li>6. Fulfills administrative responsibilities of the position.</li> <li>7. Understands components of Individual Education Plans, Instructional Support Team Plans, and Student Assistant Team interventions.</li> </ol>	

**INTERNSHIP GOALS AND LEARNING ACTIVITIES**

In the space below please list your learning goals for the internship and the activities you and your supervisor agree upon to help you achieve those goals. Leave space under "evaluation" to record your progress toward meeting your goals.

Learning Goals	Learning Activity	Evaluation
1.		
2.		
3.		
4.		
5.		
6.		



## **DEVELOPMENT AS A SCHOOL COUNSELOR DURING INTERNSHIP**

Phases of internship can be described from a number of perspectives. For example, one might describe the practicum and internship from the categories of level of skill, such as beginner level, intermediate level, and advanced level. Alternatively, consider the diverse tasks and different modes of service delivery that are increasingly accrued during internship.

Another way of categorizing development might be according to functions, such as stating goals, acquiring knowledge, and refining skills and techniques. Considering a developmental perspective, three basic developmental principles development seem applicable:

1. Movement is directional and hierarchical. Early learning establishes a foundation for later development.
2. Differentiation occurs with new learning. Learning proceeds from the more simplistic and straightforward toward the more complex and subtle.
3. Separation or individuation can be observed. The learning process leads to progressively more independent and separate functioning on the part of the school counselor.

These developmental principles can be identified within the program structure, the learning process, and the supervisory interactions encountered by the school counseling intern. Considering the program structure, independent activities are more limited during the beginning of internship. Observation of functioning professionals at a school, co leading counseling activities, and initial contact with a limited range of students are likely activities. These activities gradually are expanded to include counseling and leading with a broader range of students and increased opportunities to expand and develop the full range of professional behaviors. At the end of the internship continuum, interns are expected to be able to participate in the full range of professional activities. This includes individual counseling, group counseling, classroom guidance, and participation in a variety of consultation and meeting activities.

### **Development Reflected in Learning Processes.**

Hogan (1964) described a sequence in the learning process engaged by the school counselor in training. The trainee is characterized as progressing across four levels of development to function in a school setting. At Level 1, the school counselor trainee is influenced heavily by method or technique and most likely will function out of an imitative or recipe oriented approach to counseling. At Level 2, the school counselor trainee is less method-bound and is concerned primarily with investing and using his/her own personality in the counseling or therapy work. Developing insight and differentiating personal reactions from student client realities are recurring struggles in the learning process. At Level 3, the school counselor trainee is more able to assume a peer relationship with other professionals and has greater and more stable insight into professional and personal concerns. At Level 4, the school counselor trainee approaches the professional level and functions independently and/or with consultation to use his/her capacity to bring a full range of personal insight and creativity to the work of school counseling.

As the school counselor trainee progresses across the four levels, the role of school counselor becomes more internalized and integrated. At the initial levels, counseling role and professional behaviors are viewed as being taken in and learned from the outside. At the higher levels of learning, the trainee integrates the role of school counselor into his/her personal identity and becomes the one who knows. New methods and techniques are reflected upon, considered, and tried rather than merely read about and applied.

### **Development Reflected in Supervisor Interaction.**

Supervisory interaction between supervisor and school counselor trainee begins with the trainee's high level of dependence upon the supervisor for instruction, feedback, and support. This interaction is modified as skill, personal awareness, and confidence increase for the trainee. The trainee becomes more likely to explore new modes of practice that reflect his/her unique personality and style. The interaction continues to move gradually toward higher levels of independent judgment by the school counselor trainee and a more collegial and consultative stance on the part of the supervisor.

## **SEQUENTIAL PROGRESSION OF INTERNSHIP ACTIVITIES FOR THE SCHOOL COUNSELING INTERN**

If the following proposed progression of activities is used as a guideline, school counseling interns have an opportunity to demonstrate their competencies in an increasingly complex manner by the end of the on-site experience. Differences exist in individuals and school settings that may preclude adherence to the suggested sequence of activities. These activities are presented as a minimal frame of reference and as a general guideline. All of the listed activities may not be available. (CACREP or TSCI and the school counseling intern must make arrangements to participate in them with their university supervisor/coordinator if the experience is not available at the internship placement school site may mandate some of the activities).

### **Phase I. Observation and Information Gathering**

The intent of this area is to acquaint the school counseling intern with the school, the procedures and staff of the school. It is important that the intern have access to written policy, records, and staff. There is no time limit assigned to this phase. After it is clear that interns understand activities listed in Phase I, they will move to the next phase with the approval of the site supervisor.

Activities include:

- A. *Organizational Structure*
  - 1. Administrative policy and procedures
  - 2. School schedule, process, routine
  - 3. Record keeping
  - 4. Assessment procedures
  - 5. Advising/Scheduling Procedures
  - 6. Consultation Procedures
  - 7. Referral Procedures
  - 8. Classroom Procedures
  - 9. Attending faculty/department meetings
  - 10. Research
- B. *Orientation to Counseling/Comprehensive School Counseling Programming*
  - 1. Theory
  - 2. Process
  - 3. Techniques/Skill
  - 4. Understanding of student population

## **Phase II. Involvement in Counseling and School Counseling Programming**

During this phase, school counseling interns begin to participate as school counselors in the school. Close supervision is important and students are expected to participate in activities and experiences appropriate to their abilities.

Activities include:

- A. Co-Counseling
- B. Student Interviews
- C. Assessment (formal/informal testing)
- D. Individual counseling
- E. Group counseling
- F. Classroom guidance lessons
- G. Consultation activities
- H. Attending meetings
- I. Attending in-service activities
- J. Referral
- K. Accurate record keeping
- L. Appropriate research to increase competence in activities

## **Phase III. Counseling and School Counseling Programming**

Supervision of the school counseling intern continues during phase three, but the student is allowed to be more independent and develop his or her skills with the supervisor's assistance. If there is concern or questions about the student proceeding to this area, these concerns should be discussed with the School Counseling Program Faculty Supervisor. It is during this phase that the school counseling intern is able to offer more services to the agency.

Activities include:

- A. Individual Counseling
- B. Group counseling
- C. Classroom guidance lessons
- D. Consultation activities
- E. Participation in meetings (e.g., child study team, IST, IEP, etc).
- F. Attending in-service activities
- G. Referral and follow-up
- H. Appropriate record-keeping
- I. Attending faculty/staff/department meetings
- J. Contact with parents as appropriate.

**SAMPLE WEEKLY LOG (EXCEL FILE)****Name:** (enter your name here)**Week 1  
Dates:**

	<b>Number of Sessions</b>	<b>Number of Hours</b>	<b>Cumulative Total Hours</b>
<b>Direct Service</b>			
1. Individual counseling			0
2. Group counseling			0
3. Family counseling			0
4. Consultation			0
5. Peer review of tapes			0
6. Instructional (preventative) interventions			0
<b>Total Direct Service</b>	-	0	0
<b>Indirect Service</b>			
7. Contact with clients other than counseling			0
8. Staff meetings			0
9. Observation (attach explanation)			0
10. Report writing, listening to tapes, etc.			0
11. Professional develop. (attach explanation)			0
12. Other practicum activity (explain below)			0
<b>Total Indirect Service</b>	-	0	0
<b>Supervision</b>			
13. Individual supervision			0
14. Group supervision on campus (class)			0
15. Other supervision (attach explanation)			0
<b>Total Supervision</b>	-	0	0
<b>Total Practicum Activity</b>	-	0	0

**Signature:****Date:****Explanation:** (enter explanation here)

## WEEKLY SCHOOL COUNSELING ACTIVITY LOG

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Counseling Internship Site: \_\_\_\_\_ School Supervisor's Signature: \_\_\_\_\_

DATE	DIRECT SERVICE DELIVERY (individual sessions, group counseling, classroom guidance, appraisal activities, other presentations, parent conferences, consultations regarding one of your students, peer supervision)	INDIRECT SERVICE DELIVERY (counseling department activities, attendance or participation at meetings, reviewing materials, report writing)	PROFESSIONAL DEVELOPMENT (in-service activities, and professional development readings)	SUPERVISION (school based supervision and university group and individual supervision)	WEEKLY TOTAL	CUMULATIVE TOTAL

## **INTERNSHIP GROUP SUPERVISION AND PEER GROUP**

Internships can be tremendous learning opportunities, but they can also feel pretty lonely if you are not connected to others having similar experiences. In group supervision you have the chance to learn from the experiences of your peers as well as from your own internship. Classes and peer groups provide a place for you to try out skills during the normal course of discussion. Group supervision also give peers a chance to share in the excitement of discoveries and successes or offer a much needed emotional support when the internship experience feels uncomfortable or confusing (Hayes, 1990).

### **Models of Peer Group Learning**

Several models have been proposed for peer group learning and group supervision (Sklare, Thomas, Williams, & Powers, 1996). Benshoff (1993) developed an approach to peer supervision that combines goal setting, journal article discussion, reviews of counseling sessions, case presentations, and evaluations and termination discussion. In studies of the effectiveness of this approach, Benshoff found that the vast majority of students rated the experience of peer supervision positively and felt that they had gained useful input and information from the process. Students reported that the peer supervision felt relaxed, and they appreciated the feeling of being free from grading by supervisors.

In a somewhat similar model described by Borders (1991), individual interns or counselors take turns receiving assistance from their peer group. In this peer learning approach, the interns seeking assistance first specify questions they would like addressed and the kinds of feedback they are seeking. They then present a case. As they listen to the case, peers in the group take different roles or focus on specific aspects of the interaction. For example, one person might focus on the nonverbal behavior of the counselor or client. Another might listen for the sequence of the content addressed. Group members might also be invited to view the session from different roles. These roles might include the client, counselor, or significant people in the client's life. Another approach to the case would be for members to listen from different theoretical perspectives.

Borders points out that the focus, roles, or theoretical perspectives assigned to or chosen for group members provide instructional experiences for the group as well as for the person receiving the supervision. Borders also notes that because the role of observer relieves the stress experiences as a counselor, interns are often able to notice things or display skills as observers that they have not yet manifested when they are in the counselor role themselves.

When the case presentation concludes, peers give feedback based on the initial questions posed and the roles or perspective each individual assumed while the case was presented. As peers give feedback, the supervisor or another group member monitors the feedback to note any patterns that emerge and to observe the process of the group. The group member receiving feedback can ask questions of the observers and is invited to reflect on how the feedback has or has not helped address the questions raised at the outset of the session.

Wilber, Roberts-Wilbur, Morris, Betz, and Hart (1991) developed a Structure Group Supervision (SGS) model, which includes five phases: "the request for assistance statement," "the questioning period and identification of focus," "the feedback statements," a "pause period," "the supervisee response", and finally an "optional discussion period". Wilbur et al. note that during the request for assistance, the supervisee may seek assistance with technical skills, personal growth, or integrating aspects of the counseling process. During the questioning period, group members use a round-robin technique, taking turns, with each member asking one question of the supervisee. Depending on the nature and focus of the initial request for assistance, the group members ask questions that tend to focus on skill development and task process, personal growth or psycho-process, or socio-process. These different foci are also referred to as "extra-", "intra-", and "interpersonal," respectively.

Following the questioning, group members offer feedback relating to the initial request for assistance. The supervisee can take notes during this feedback but is asked to remain silent and not respond to the feedback. Wilbur et al. point out that this reduced the coming “Yes, but...” or “I have tried that already” types of responses that supervisees often give in feedback. Group members are encouraged to offer feedback in the form of statements such as “If this were my client...” or “If I were in your situation...”

Perhaps the most unique feature of the SDS model is the “pause period” that follows the feedback statements. It is noted that during the feedback the supervisee can take notes but is not allowed to respond verbally. Following the feedback, there is a period during which the supervisee is invited to think about the feedback but is not allowed to discuss the case further with group members. Group members may take a brief break, but the supervisee’s task is to reflect on the feedback.

The concept of structuring a time for reflection is particularly valuable. Our cultures tend to place a premium on quick responses and give relatively little value to thoughtful reflection. Yet instantaneous responses make it difficult for recipients of feedback to fully explore what they have heard or how they are reacting to the feedback. Quick responses also tend to go hand in hand with defensiveness rather than open receiving of feedback. By structuring time for thought, supervisees are encouraged to give deeper attention and consideration to the feedback they have received. This is likely to lead to more effective learning and it models the importance of careful thought and time in the therapy process.

When sufficient time has elapsed for a period of reflection, the group gets back together and the supervisee responds to the feedback he or she has received. This may include sharing of new insights, identification of what feedback seemed particularly helpful and why, or any other comments the supervisee wants to make. If time allows, the supervisee’s response can be followed by open discussion.

### **Elements of successful group supervision classes**

To be most effective, classes or peer groups need to include many of the same elements that are essential to effective counseling. Trust, support, openness, honest feedback, safety, and willingness to explore and experiment are all ingredients of successful groups. Peer support is also vital and is often cited as the single most important element of internship classes.

Internship classes are enhanced when students and instructors remember to intentionally address and promote a positive, supportive atmosphere within the group. One way to do this is by talking about the topic directly within the class.

As a beginning toward developing a caring class or peer group, each intern should explore several questions:

1. Am I willing to take some risks myself, ask for help, and be open about my questions, areas of competence, and feelings of inadequacy?
2. Am I willing and able to empathize with and support my peers as they deal with difficulties in their internship and in the class?
3. Am I willing and able to empathize with and support my peers as they deal with success and accomplishments in their internship and in the class?
4. As I imagine it and as I demonstrate it in my behavior, what are my goals in this class? Am I seeking to learn and help others learn, or am I (a) just trying to get the grade, (b) trying to improve my status by showing what a good counselor I am? What is my real goal in this class?
5. Do I realize that it often seems easier to understand what is happening from the outside looking in? This means we must be gentle with ourselves when someone else points out something we had overlooked. We must also be gentle with our peers if we recognize something in their work that they had been overlooking.

6. When I have something to ask or say to another student do I act on this or am I passive and quiet? If I do act, is it in a way that conveys respect and empathy? If I do not speak up, is it because of my own characteristics or because I determined in this instance that my input or questions were not necessary at this time?

**Offering feedback to peers.** As part of an internship group supervision class, you will be involved in give-and-take of ideas, observations, and suggestions. For this process to be most effective, it is helpful to keep in mind certain guidelines for giving and receiving feedback. Kadushin (1985) offered nine guidelines for supervisors to use in giving feedback to supervisees. These guidelines addressed such principles as the importance of offering feedback soon after an action; giving specific rather than vague feedback; focusing on concrete, objective behaviors; keeping feedback descriptive rather than judgmental; focusing on behaviors of the person receiving the feedback rather than their personal qualities; and offering feedback in the form of tentative statements instead of authoritative conclusions or directions. Kadushin also stressed the importance of positive feedback and of considering feedback as part of an idea-sharing, rather than advice-giving process. Feedback must be selective and not overwhelm the recipient by the amount or nature of the feedback offered.

Emerson (1995) advises against giving what she calls “yearbook feedback” to peers. General, vague, and uncritically positive comments may feel good to give and receive, but they provide little educational or learning benefit. Emerson notes that although specific and sometimes critical feedback may be more challenging, in the long run, such feedback can lead to increased learning and deeper group cohesiveness if delivered and received well.

It is a good idea for interns to offer feedback to one another with a degree of “intentional tentativeness” rather than as conclusive statements. Instead of saying “This client is clearly manipulating you!” or, “At that point you should have asked him to ...,” peers might try, “As I watched you I got a feeling the client was trying to get your approval or permission. Did you have that feeling too or is something else happening?” or, “I wonder what might have happened if you had asked the client to...”.

Phrasing feedback in this way respects the difference between observer and counselor and does not imply that the observer has “all the answers.” Not only is this practice useful in peer feedback, it is also a valuable technique in counseling. Just as observers of counseling can mistakenly think they have the answers for their peers, counselors sometimes think they have the answers for their clients. Tentative phrasing can help reduce resistance and encourage clients to explore possibilities.

**The importance of empathy.** In many instances, the most helpful response interns can give one another is empathic understanding. Often, what an intern needs most is for a peer to acknowledge how tough the case was and how frustrated, sad, or angry the intern must have felt. This is so important that before offering peers suggestions or feedback about a case, interns are well advised to ask themselves if they really understand how their peer is feeling and what he or she needs most at the moment.

When an intern needs empathy and support, the relief that comes when a peer provides them is almost palpable. It is sometimes as if a great weight has been removed from the intern and he or she is at last able to breathe again. Until that happens, all the well-intentioned technical suggestions are likely to be of little benefit. Interns are in a unique position to provide empathic understanding and support to one another because they are most closely in a position to feel that their peers are experiencing. Instructors and supervisors easily get caught up in the theoretical or technical aspects of a case and may forget to attend to the intern’s affective needs. By remembering to attend to empathy, peers can meet an essential need for one another and in the process can both practice and directly observe the effects of this key therapy skill.

**Receiving feedback.** Along with considering ways to give feedback, it is equally important to think about how one receives feedback. This first thing to understand is that receiving feedback is not easy. This awareness will help you better understand your own



experience at receiving feedback from supervisors or peers. It can also help you appreciate some of what clients experience in counseling.

Whenever you expose yourself to feedback from others, you make yourself vulnerable. You run the risk of revealing weaknesses, errors, or personal qualities that you might wish others were unaware of or at least would not comment on. Because you have chosen helping others through the profession of school counseling, the stakes are even higher because you have been charged with the responsibility for helping others. This makes it easy to feel that perceived mistakes, failures, or shortcomings mean you have somehow let down or perhaps even harmed the client who now comes to you for help.

The matter is complicated still further because the process of counseling involves using the counselor's self, as part of the healing process. As a result, even the most well-intentioned suggestions or feedback can easily be experienced as assertions that there is something amiss with one's presentation of self. That is seldom easy to cope with, but is part of the learning process. It is part of what clients experience whenever they come to counseling and must explore who they are.

**Acknowledging imperfection.** To help interns accept feedback, it is useful to remind and give permission to be something other than perfect and flawless. Although interns should do their best, that does not mean they can never make mistakes. Counselors and interns are only human and part of learning means there will be some things you do not know.

If you do not feel you have to be or appear perfect, it is easier to accept the possibility that others can offer suggestions or observations that will help you improve. I encourage interns to experiment with an attitude that says: "I hope others will recognize some things I do well, but I also hope they will recognize some things I am not doing as well as I could. If people identify mistakes that will help me learn and I am grateful to them." If interns approach learning with this attitude, they are much more likely to be open to suggestions from others. They are also more likely to receive helpful suggestions because people will recognize that suggestions are welcome.

The best thing that can happen to you as an intern or student is to discover what you do not know or what you think you know or understand but in fact do not. If this sounds strange, ask yourself if you would rather go on to practice without knowing that you lack certain information or misunderstand key concepts.

One way to put this attitude into practice is to develop the habit of thanking people whenever they offer suggestions, corrections, or constructive criticism. By acknowledging mistakes and being open to feedback, everyone can potentially become a teacher and you can learn much more rapidly than people who fear mistakes and do not accept suggestions.

### **Ethics in classes and groups.**

Many previous counseling training experiences introduced essential ethical principles for clinical practice that are applicable to internship work. These included the principles of competence, confidentiality, informed consent, and the proscription against harmful dual relationships. Because internship group supervision often includes case discussions and reviews of tapes, and because internship classes and groups deal with personal and sensitive issues, care must be taken to follow similar ethical principles within the classroom setting.

Prieto (1997) expressed particular concern about the dual relationship and "captive therapy" implications for students involved in group supervision. The essence of these concerns is that group supervision and learning can easily cross the line and become much like group therapy, with students feeling compelled to explore personal issues in front of their peers and instructor. Complications arising from this may include dual relationships as instructors function as both teacher and counselor. In addition, students legitimately fear that disclosing personal information might impact their grade. Sklare et al. recommend keeping a "here and now" focus in the group as a way of reducing these concerns. Prieto goes a step further and advocates

following a pedagogical, didactic construct as opposed to a therapeutic construct for guide group instruction and supervision. Whichever approach is chosen, it is important for instructors and students to be clear about the purpose of the activities and about their respective boundaries, roles, rights, and responsibilities.

Protecting client confidentiality is another area of concern that arises in class discussions. In most internship classes, it is standard practice for interns to review clients and clinical experiences as part of the class. Sensitive to issues of ethics, interns rightly ask if bringing case material to class is a violation of their client's or placement's confidentiality.

This is a somewhat gray area, without a definitive answer. Measures, however, can and should be taken to lessen the possibility of confidentiality breaches. The first step is for each member of the internship class to know about the principle of confidentiality and agrees to keep whatever occurs during the internship class strictly confidential. This means students do not discuss class material with anyone beyond the confines of the class. Confidentiality is particularly important because, in addition to reviewing their cases, students and trainees must feel safe to acknowledge their own concerns, weaknesses, fears, and personal issues relating to their training. They must also be able to discuss cases and clients without fear that confidential information will go beyond the confines of the internship class or group.

Interns need to tell clients from the outset that they may discuss the case with their instructor or supervisor and in the internship class. Interns are advised to tell clients that the client's identity will be protected in such discussions and that the discussion will be strictly for educational purposes.

Another step to preserve confidentiality is for interns to protect the identity of clients when they discuss cases in class or write about them in a journal. Interns may use a standard identification of simply Student X to describe a client. Interns should discuss a case with the instructor before bringing it up in class if speaking about the details of a case might reveal the identity of the individual, even without explicitly saying his or her name. This is particularly important if interns are working in a setting where the identity of student clients might easily be discernible by other interns who also know the client. In such instances, particular caution is required, and on occasion it is better not to discuss a case in class if confidentiality cannot be preserved. Under such circumstances, the need to protect the client's confidentiality outweighs the educational benefit to the class. Ask for individual supervision to process progress with the client.

Case material and information about clients is not all that must be protected by confidentiality. During internship classes, interns themselves often bring up highly personal material that must be accorded the same respect and protection. Because clinical work is so demanding and often touches on issues from the intern's own life, it is vital that interns feel they can trust their classmates enough to explore whatever arises. In other classes, it might be acceptable for a student to tell a roommate something like "You'll never believe what another student said in class today," but that is absolutely unacceptable for students in an internship class. Confidentiality is essential to your role as a professional, and the internship is the place to establish ethical standards that you will practice throughout your career.

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## **INDIVIDUAL COUNSELING SKILLS AND CLINICAL PRACTICE**

### **CLIENT INFORMATION**

#### **What is counseling?**

Counseling is a process that can help you become more aware of the alternatives available in making objective decisions to meet your personal, social, educational, and career goals. In counseling, you talk with a person who is trained, or who is in training and supervision, to assist you in gaining greater awareness of your choices in dealing with difficult situations.

#### **The Training Program**

You will be working with a Master's Degree candidate in School Counseling in the Department of Counseling and Human Services at the University of Scranton. Interns are in the final semester of their training. The training of school counselors includes instruction in counseling skills and theories in addition to a series of supervised counseling experiences.

#### **Counseling Process**

The counseling process involves a cooperative interaction between you and your counselor. Early in the process you and your counselor must make a number of decisions regarding your counseling. Toward the end of the agreed-upon sessions, you and your counselor will assess the progress that has been made and discuss whether alternatives such as additional services or referral might be appropriate.

#### **Effectiveness**

You and your counselor share the responsibility for a successful counseling experience. Your active participation in the process is critical to achieving the goals that you have set. Your counselor will cooperate fully in the effort.

It is possible that you may not initially get what you expect from the counseling process; however, it is important for you to realize that personal change takes time and sessions with your counselor-in-training may not be sufficient to meet your needs. You may decide these sessions are the first step in brining about the desired changes in your life. You and your counselor may decide that referral to an agency outside the school could be helpful to you in achieving all of your goals.

#### **Confidentiality**

All discussion from your counseling sessions is confidential. Information about sessions can be exchanged with individuals outside the counseling office only after receiving written permission from you.

The exception to this guideline are the state laws and professional ethics which require than an appropriate community setting be informed when it is believed necessary to protect a client or others from harm.

## **OPENING A SESSION**

The goals of the initial interview are to create a safe atmosphere for the client and to help the client know that the counselor is hearing and understanding them. Often the client has never seen the counselor or if so only briefly during an introduction, and yet the client is expected to share sensitive information with a "stranger." The counselor will meet with the client and attempt to encourage the client to share information using a variety of primary counseling skills.

While current ethical standards in counseling do little to specifically spell out client's rights, they do indicate that clients shall be told under what conditions they may get counseling. More and more counselors are informing their clients about themselves and the process of counseling they adhere to. Sharing such information with a client promotes a feeling of safety, caring, and autonomy.

When informing a client a school counselor could consider providing the client with the following information:

1. **Counseling Process.** How do you see counseling? How does that process come about? What is your role and what do you expect your client's role to be? What are some of the techniques you may use?
2. **Timelines.** How long is this session today? How long are regular counseling sessions? Will you meet once, twice, or more a week? Some counselors will contract for a specific number of times and then re-evaluate with the client the need for further counseling.
3. **Counselor Qualifications.** What is the counseling degree you hold and where did you receive it? How many years experience do you have?
4. **Confidentiality.** Limits of confidentiality must be explained to the client. This protects the client and also the counselor within the limits of the law. Under what circumstances can the counselor break confidentiality?
5. **Alternate Help Sources.** Is the client's concern something you can assist him or her with or are there other more appropriate referrals that can be made? Is this client a person that you can work with? It is important early in the interview to get a general understanding of the problem. Those not appropriate should be referred to sources of assistance best suited for that individual. Networking and knowledge of available alternatives is a must for counselors!

The initial interview can become very lengthy if the counselor is not careful. Keep the information as short as possible and encourage the client to ask questions. Once a counselor has a "speech" that flows quickly and smoothly, it is important that it does not become cold and mechanical in its deliverance. Hare-Mustin (1979) indicates three areas a counselor should cover with the client: (a) procedures and goals of counseling, (b) counselor qualifications and practice, and (c) alternate help sources.

## **CLOSING A SESSION**

Many beginning counselors are tempted to stretch out the first hour to allow more time if the client seems to want it. There is sometimes an awkwardness about ending, a social issue that we should not cut off people or leave the conversation before the other person is ready.

Although it is important to keep to an established time framework, it is unwise and unhelpful to cut the client off abruptly. To say, "I'm sorry, our time is up" when the client is in the middle of a long explanation, especially if s/he is dealing with emotionally charged material, seems cold and unfeeling. Yet, not doing so can allow the session to stretch well beyond its allotted time. The best way to avoid this dilemma is to begin to wind up the session at least ten minutes before it really must end. Using phrases such as the following is often helpful: "We have only about ten minutes left of our time together, and I'm wondering if there's anything especially important for you to tell (or ask) me before we end today." Or, "Our time is almost up, how did you feel the session went today?" After allowing time for the client to share their perceptions, it's appropriate for the counselor to give the client feedback on the counselor's perceptions of the session, major issues, or general themes.

Do not simply assume the client will choose to return. It is important to check with them through statements such as, "How do you feel about coming back again?" If the client's reply is positive, set time and date.

Clarify expectations of what (if anything) the client or counselor will do between sessions. You may establish topics or issues to be discussed in next session. In closing the session, the counselor may take charge of the conversation, shifting from the client's to the counselor's agenda.

After an intense and emotionally charged session it is important not to leave your client emotionally fragile. Occasionally, it is appropriate to go over the allotted time in order to come to a comfortable, safe, and professional closing.

---Adapted from Oregon State University Internship materials

### **CLIENT PERMISSION FORMS**

Selection of the specific tape permission form should be made in consultation with both your School Counseling Program faculty supervisor and the school counselor supervisor you in your internship site school.

#### **CLIENT PERMISSION FORM**

My signature below indicates that I understand that counseling services are being rendered to me by a Master's degree candidate student under competent supervision, that interviews may be recorded and/or discussed for counselor training purposes, and that all relationships with counselors and supervisory staff will be kept confidential. I understand that failure to grant permission to record sessions will not affect my eligibility to receive services.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

#### **PARENT PERMISSION FORM**

My signature below indicates that I understand that the counselor service is deigned to help my son/daughter and he/she makes career plans, educational plans, and various other personal/social adjustments. I further understand that the counseling service will be provided by Master's degree candidate students under competent supervision, that interviews may be recorded and/or discussed for training purposes, and that all relationships with counselors and supervisory staff will be kept confidential.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

#### **SCHOOL COUNSELOR INTRODUCTION OF INTERN LETTER**

Dear Parent/Student:

\_\_\_\_\_ is serving a counseling internship in the school counseling office under my supervision. As part of his/her counseling training program at the University of Scranton, \_\_\_\_\_ is required to interview several students and record those interviews for evaluation.

We would like to ask your cooperation in this worthwhile endeavor, and request that you sign the attached permission slips.

I would like to stress that all interviews will be kept confidential, in that names will not be used in reference to the case material. Any case discussion will be strictly for the benefit of the client or counseling intern. If you have any concerns or reservations, please feel free to contact me.

Thank you,  
School Counselor

## **CHARTING HINTS**

### ***Purpose***

- To remind yourself of where you are in your counseling process with the client.
- To help in formulating and reformulating a treatment plan.
- To have accurate information in case your client is transferred to another counselor or there is a crisis situation in which another counselor is required to respond.
- For legal and ethical purposes.

### **Procedure**

- All charting needs to be signed off by your supervisor.
- Do not take files off the school premises without permission.
- Chart immediately (or as soon as possible) after contact.
- Do not leave the school setting before charting.
- All charts should be kept in a secured location on site.

### **General Tips**

- Your content should tie back to the treatment plan.
- Use behavioral descriptors.
- When possible, use the client's own words to describe the problem.
- Avoid diagnosis unless diagnosis has been made in consultation with a qualified professional.
- If there is a prior diagnosis refer it: "According to Dr. Smith, the diagnosis of Attention Deficit Disorder..."
- Only keep materials that are relevant to the client.
- Don't evaluate yourself in your charting.
- In general, one or two sentences addressing each area should suffice.



## **MONITORING THE INTERACTIONS WITH CLIENTS**

The gathering of client data can be a difficult task. The amount of information required, as well as the manner in which data are to be recorded in the client's files, varies from school counseling department to school counseling department. Generally, most school counselors have developed clear guidelines for the obtaining and recording of client data. The interns must first gain a working knowledge of the procedures that are followed and then must develop his/her own framework and style of gathering data. Thus, care must be taken to process and report data in a clear and concise manner.

### **Initial Contact, Assessment, and Data Gathering**

The initial contact with the student client is a crucial point in the process of counseling. It provides the opportunity to begin structuring the therapeutic relations. The process of structuring includes the therapeutic relationship, the rationale, and interventions and treatment goals employed in the helping process. Included in the structure are the setting in which counseling occurs; issues of confidentiality, expectations, and roles; and goals and purposes of meeting. Student clients often ask the following questions:

- Why are we meeting?
- Will other students know about my counseling?
- How often can I expect to have an appointment?
- When will we have appointments and how long will they last?
- How might I reach you if I feel I have to?
- What happens if I forget an appointment?
- How confidential are counseling sessions?
- What do I do in an emergency?

Hutchins and Cole (1992) suggest that the school counselor think through the kinds of things that are expected to happen in the helping process. The following list of questions can serve as a starting point:

- Am I personally and professionally qualified to work with this student client who has this particular concern or problem in this specific situation?
- Do I understand the unique personal, educational, social, and cultural aspects of this student client enough to be able to assist in this situation?
- Do I understand the relevant school issues that impinge on this student client's issues?
- Should the student client be referred to a helping professional who has more or different specialized training or skills?
- Is the scope of this student client's problem or situation beyond the scope of a school counselor or the time constraints of the role of a school counselor?
- What is my role of helper in this relationship?
- What kinds of things do I see as important variables in the helping process?
- What kind of behavior (thoughts, feelings, actions) do I expect of the student client both in and outside of the counseling setting?
- What kind of commitment do I expect of the student client in terms of time, work and responsibility?
- What about confidentiality in this school setting?
- What legal, ethical, and moral considerations must be considered before working with this client?

These critical questions asked by the school counselor, coupled with referral information from teachers or others in the school setting, can serve as valuable assets and aid in the structuring of counseling sessions.

In summary, structuring the relationship entails defining for the client the nature, purpose, and goals within the counseling relationship. Critical to the structuring process is the counselor's ability to create an atmosphere that enables the student client to know that the school counselor is genuine, sincere, and empathic in his/her desire to assist the student client. The counselor in the process of preparing the student client for data gathering and assessment activities employs attending skills and facilitative therapeutic techniques.

Remember that interviewing the student client and having the student client engage in other assessment procedures is only part of the overall assessment process in counseling. Equally important are the school counselor's own mental and covert actions that go on during the process. The school counselor typically gathers great amounts of information from clients. However, data are of little value or useless unless the school counselor can integrate and synthesize data.

The counselor/therapist's task during the assessment process includes knowing what information to obtain and how to obtain it, putting it together in some meaningful way, and using it to generate clinical hunches, or hypotheses about client's problems, hunches that lead to tentative ideas for treatment planning.  
(Cormier & Cormier, 1985, p.147)

### Assessment Activities

**Obtaining Authorization.** The first step in the process of counseling is obtaining the appropriate authorizations prior to the start of counseling.

**Obtaining Information from Client and Others.** A practical step in obtaining student client information from others (parents, teachers, other counselors) is to develop a form that focuses upon the specific information to be obtained. Aptitude, attitude, and interest toward school typically are stressed. In these sample forms, typically the professional making a referral is asked to describe and comment on his/her perceptions and knowledge of the student's current academic and social standing.

**Assessing Student Client's Mental Status.** To gain insights into the student's presenting condition, aspects of the student client's mental status may need to be assessed. A mental status exam is beyond the scope of a school counselor; however, reviewing aspects of such an assessment may provide the school counselor with signs that indicate the "functional" nature of the student's condition. In addition, it may be used to provide a current view of the student's mental capabilities, and may be beneficial in determining the need for an outside referral. Many formats are available to obtain mental status. The following is an example of items fairly typically covered: (a) *Appearance and Behavior*. This consists of gathering data through observation that provide a "photograph" of the student client during the interview. Typical questions: Is the student client's appearance age appropriate? Does the student client appear to be developmentally his/her age? Is the student client's behavior appropriate to the surroundings? Is the behavior overactive/underactive? Is speech pressured? Logical? Clear? What is the content of speech? (b) *Attention/Alertness*. Is the student client aware of his/her surroundings? Can the student client focus attention on the school counselor? Is the student client highly distractible? Is he/she hypervigilant? (c) *Affect/Mood*. What is the quality of the student client's affect? Is it expressive? Expansive? Blunted? Flat? Agitated? Fearful? Is the student client's affect appropriate to the current situation? (d) *Perception/Thought*. Does the student client have false ideas/delusions? Does the student client feel that people are watching him/her? Out to get him/her? (e) *Sensory Perception*. Are there any false perceptions in this area? (f) *Orientation*. Is the student client oriented to person, time, and place? (g) *Judgment*. Can the student client act appropriately to typical social, personal, and school situations? Can the student client show good judgment in day to day interactions? (h) *Attention/Concentration*. Does the student client have any memory disturbances? Can the student client concentrate on facts given to him/her? (i) *Insight*. Is the student client aware that he/she has a problem? Possible Causes? Possible Solutions?

### Monitoring and Evaluating the Student Client's Progress

Monitoring of the student client in counseling is a continuous process. Monitoring is an invaluable asset to proving the school counselor with an understanding of the goals and objectives, as well as the direction and progress taking place during counseling. An adaptation of Kanfer and Schefft's (1988) discussion of monitoring and evaluation of client progress suggests doing the following:

- Monitoring and evaluating session to session client's behavior and environment;
- Assessing improvement in coping skills by noting the client's use of the skills in relation to behavior and other activities.
- Evaluating any change in the client's status or in his/her relationship to significant others that resulted from treatment;
- Utilizing available data to review progress, to strengthen gains, and to maintain the client's motivation for completing the change process'
- Negotiating new counseling objectives or changes in methods or the rate of progress, if the evidence suggests the need for such changes;
- Attending to new conditions that have been created by the client's change and that may promote or defeat further change efforts.

Further, Kanfer and Schefft (1988), in examining counseling effectiveness, suggest asking yourself the following questions:

- Are the counseling interventions working? Nothing the progress in the counseling objectives as compared with baseline data gathered at the beginning of counseling (initial assessment).
- Have other counseling targets been overlooked? By monitoring other changes and emergent problems, the counselor obtains the cues for the necessity of renegotiating counseling objectives or counseling methods.
- Is the counseling process on course? Individuals differ with regard to their rate of progress; plateaus may occur at various phases of counseling, and these need to be scrutinized.
- Are subsidiary methods needed to enhance progress or to handle newly emerged problems? Are there gaps in the client's basic skill level needed to follow through on the counseling plan?
- Are the client's problems and the counseling program being formulated effective? Monitoring and evaluating the counselor in the process is key to successful counseling. Consultation with other professionals/colleagues is recommended.

Cormier, W. H. & Cormier, L. S. (1985). Interviewing strategies for helpers. Monterey, CA: Brooks/Cole.

Hutchins, D. E. & Cole, C. G. (1992). Helping relationships and strategies (2<sup>nd</sup> ed.). Monterey, CA: Brooks/Cole.

Kanfer, F. H. & Schefft, B. K. (1988). Guiding the process of therapeutic change. Champaign, IL: Research Press.

---Adapted from Boylan, J. C. (1995). Monitoring the interactions with the client.

### **CLIENT EVALUATION OF COUNSELOR**

The following questions ask for your perceptions of the sessions with your University of Scranton School Counseling Intern Counselor. The purpose is to provide feedback to your counselor and to her or his University Supervisor, regarding strengths and areas needing improvement.

Circle your assessment of your counselor's performance as "Usually True," "Often True," or "Seldom True".

	<b>Usually True</b>	<b>Often True</b>	<b>Seldom True</b>
<b>1. Counselor work at hearing and understanding concerns.</b>	3	2	1
<b>2. Counselor demonstrates respect for you as an individual.</b>	3	2	1
<b>3. Counselor establishes a climate of trust.</b>	3	2	1
<b>4. Counselor gives relevant feedback in a positive way.</b>	3	2	1
<b>5. Counselor shows sensitivity to your emotions.</b>	3	2	1
<b>6. Counselor is helpful in clarifying problems.</b>	3	2	1
<b>7. Counseling is helpful in resolving problems.</b>	3	2	1

**Other comments and recommendations:**

### **CLIENT'S SATISFACTION WITH COUNSELING**

School Counseling Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please reach each of the following questions carefully and circle the response for each one that most nearly reflects your honest opinion.

1. **How much help did you get with your concern?**  
None  
A little  
Some  
Much  
All I needed
2. **How satisfied are you with the relationship with your counselor?**  
Not at all  
Slightly  
Some  
Pretty well  
Completely
3. **How much help have you received with concerns other than your original reasons for entering counseling?**  
None  
A little  
Some  
Much  
All I needed
4. **How do you feel now compared to when you first came to counseling?**  
Much worse  
A little worse  
The same  
Quite a bit better  
Greatly improved
5. **How much has counseling helped you in understanding yourself?**  
None  
A little  
Moderately  
Quite a bit  
Greatly
6. **How willing would you be to return to your counselor if you wanted help with another concern?**  
Unwilling  
Reluctant  
Slightly inclined  
Moderately willing  
Very willing
7. **How willing would you be to recommend your counselor to one of your friends?**  
Unwilling  
Reluctant  
Slightly inclined  
Moderately willing  
Very willing

## **INTERN COUNSELING SESSION SELF-RATING**

**Suggested Use:** Self-evaluation after a counseling session.

**Date:** \_\_\_\_\_ **Intern's Name:** \_\_\_\_\_

**Client identifying Information:** \_\_\_\_\_

**Directions:** Answer each question following a counseling session. The questions serve as a self-rating initiator and may enable the school counseling intern to determine means for improvement in counseling.

### **Preparation for the Interview**

- |  |     |    |
|--|-----|----|
| 1. Was I physically in good condition and mentally alert?  | Yes | No |
| 2. Did I schedule sufficient time for the interview?   | Yes | No |
| 3. Was provision made for privacy and reasonable freedom from interruption?  | Yes | No |
| 4. Did I have the physical space arranged where we met as to suggest welcome and an atmosphere conducive to counseling?                                  | Yes | No |
| 5. Did I have a background of available data about the client that would help me to understand him/her better in the session but would not prejudice me? | Yes | No |
| 6. Did I have and understand information so as to personalize information processes with the client?   | Yes | No |
| 7. Had I previously established a reputation for seeing the client's point of view, being genuinely helpful, and not disclosing confidence?              | Yes | No |

### **Beginning the Interview**

- |   |     |    |
|---|-----|----|
| 1. Was I sensitive to the client and did I use an appropriate approach?   | Yes | No |
| 2. Was I able to create a psychological atmosphere in which the client was stimulated to take the responsibility of thinking through the situation? | Yes | No |
| 3. Was I successful in maintaining open communication between us?   | Yes | No |

### **Development of the Interview**

- |  |     |    |
|--|-----|----|
| 1. Did the client feel freedom to express negative feelings?   | Yes | No |
| 2. Did the client have the opportunity to release tension?   | Yes | No |
| 3. Was my attitude one of reflecting objectivity while expressing caring?  | Yes | No |
| 4. Was I sincere and did I show genuine respect for the client?  | Yes | No |
| 5. Was my own attitude, so far as I know, free from bias?  | Yes | No |
| 6. Did I follow the leads suggested by the client?   | Yes | No |
| 7. Did I help the client to clarify and expand positive feelings?  | Yes | No |
| 8. Did the client establish a more forward looking, positive, hopeful attitude during the interview or series of interviews? | Yes | No |
| 9. Was I able to assist in information processing by the client?   | Yes | No |
| 10. Was information provided in a manner that caused the client to move forward realistically in his/her thinking?           | Yes | No |

### **Planning for Next Session**

- |   |     |    |
|---|-----|----|
| 1. Was I able to identify areas with which to follow through for the next session?      | Yes | No |
| 2. Was I able to help the client gain a clear view of what might be done next?          | Yes | No |
| 3. Did I establish with the client a definite meeting time for the next session?        | Yes | No |
| 4. Have I identified techniques that might be considered for the next session?          | Yes | No |
| 5. Have I identified the materials and/or preparation I will need for the next session? | Yes | No |

---Adapted from K. Dimick & F. Krause (1980). Practicum Manual for Counseling and Psychotherapy. Muncie, IN: Accelerated Development

## **SELF-ASSESSMENT OF BASIC HELPING SKILLS AND PROCEDURAL SKILLS**

**Purpose:**

- To provide the intern with an opportunity to review levels of competency in performance skill areas.
- To provide the interns with a basis for identifying areas of emphasis within supervision

**Directions:**

Circle a number next to each item to indicate your perceived level of competence: continuum is from 1 (poor) to 5 (very good).

<b>Basic Helping Skills</b>	<b>Poor</b>	<b>Average</b>			<b>Very Good</b>
1. Ability to demonstrate active attending behavior.	1	2	3	4	5
2. Ability to listen to and understand nonverbal behavior.	1	2	3	4	5
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings.	1	2	3	4	5
4. Ability to understand accurately the client's point of view.	1	2	3	4	5
5. Ability to identify themes in client's story.	1	2	3	4	5
6. Ability to identify inconsistencies between client's story and reality.	1	2	3	4	5
7. Ability to respond with accurate empathy.	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus.	1	2	3	4	5
10. Ability to balance empathic response, clarification, and probing.	1	2	3	4	5
11. Ability to assess accurately severity of client's problems.	1	2	3	4	5
12. Ability to establish a collaborative working relationship with client.	1	2	3	4	5
13. Ability to assess and activate client's strengths and resources in problem solving.	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted thinking or behaving.	1	2	3	4	5
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions.	1	2	3	4	5
16. Ability to explore the client-counselor relationship.	1	2	3	4	5
17. Ability to share constructively some of own experiences, behaviors and feelings with clients.	1	2	3	4	5
18. Ability to summarize.	1	2	3	4	5
19. Ability to share information appropriately.	1	2	3	4	5

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 20. Ability to understand and facilitate decision-making.                                    | 1 | 2 | 3 | 4 | 5 |
| 21. Ability to help clients set goals and move toward action in problem solving.             | 1 | 2 | 3 | 4 | 5 |
| 22. Ability to recognize and manage client reluctance and resistance.                        | 1 | 2 | 3 | 4 | 5 |
| 23. Ability to help clients explore consequences of the goals they set.                      | 1 | 2 | 3 | 4 | 5 |
| 24. Ability to help clients sustain action in the direction of goals.                        | 1 | 2 | 3 | 4 | 5 |
| 25. Ability to help clients review and revise or recommit to goals based on new experiences. | 1 | 2 | 3 | 4 | 5 |

### **Procedural Skills**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 26. Ability to open the session smoothly.  | 1 | 2 | 3 | 4 | 5 |
| 27. Ability to collaborate with client to identify important concerns for the session.   | 1 | 2 | 3 | 4 | 5 |
| 28. Ability to establish continuity from session to session.   | 1 | 2 | 3 | 4 | 5 |
| 29. Knowledge of policy and procedures of school setting regarding harm to self and others, substance abuse, and child abuses. | 1 | 2 | 3 | 4 | 5 |
| 30. Ability to keep appropriate records related to counseling process.   | 1 | 2 | 3 | 4 | 5 |
| 31. Ability to end session smoothly.   | 1 | 2 | 3 | 4 | 5 |



**CASE NOTES**

**CLIENT NAME:**

**INTERN COUNSELOR:**

**COUNSELING SESSION:**

**DATE OF SESSION:**

**CONTENT:**

**ASSESSMENT:**

**PLAN:**

**COUNSELOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SAMPLE CASE NOTES****CLIENT NAME:** Client Y**INTERN COUNSELOR:** Counselor X**COUNSELING SESSION:** #2**DATE OF SESSION:****CONTENT:**

Client talked about feeling "bad" as a result of two incidents that occurred. The first was when her boyfriend told her she was "weird" when she got upset with him. The second was an expression of anger toward a student in class. The feeling she identified was "not worthy of being." She stayed with this theme throughout the session and expression of concern that she did not know how to change these feelings.

**ASSESSMENT:**

I believe the client is unable to allow herself to have strong "negative" feelings or reactions. It appears she feels responsible for the feelings of others and feels guilty when she thinks she has hurt someone's feelings. It is my sense that she wants to change but feels unable to do so.

**PLAN:**

Continue to explore feelings of low self-worth and encourage her to evaluate her feelings of guilt and responsibility for others. I will see her for three more sessions.

**COUNSELOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TERMINATION REPORT**

COUNSELOR: \_\_\_\_\_ DATE: \_\_\_\_\_

CLIENT: \_\_\_\_\_ NUMBER OF SESSIONS: \_\_\_\_\_

**I. SUMMARY OF COUNSELING PROCESS**

**II. OUTCOMES OF COUNSELING**

**III. ASSESSMENT OF PROCESS AND OUTCOMES**

**IV. FUTURE RECOMENDATIONS**

COUNSELOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SUPERVISOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## **SAMPLE TERMINATION REPORT**

**COUNSELOR:** Counselor X

**DATE:**

**CLIENT:** Client Y

**NUMBER OF SESSIONS:**

### **I. SUMMARY OF COUNSELING PROCESS**

Client Y entered counseling concerned with feelings of resentment toward his family and jealousy toward his fellow students. Within our three sessions together, we explored his concerns and appear to have begun to resolve them.

### **II. OUTCOMES OF COUNSELING**

Through self-exploration, Client Y realized that he tends to "exaggerate differences" between people and sets himself up to feel like he doesn't belong. He stated he has exhibited this pattern in the past. In his words, he now is beginning to "accept who I am and that I don't have to please other people. I can generally please me without being ruthless to them." He is now feeling confident with himself and no longer feels as rejected by others.

### **III. ASSESSMENT OF PROCESS AND OUTCOMES**

I feel the counseling process has benefited the client. He is beginning to understand the aspect of himself (exaggeration and setting self up) and is working to change it. I feel we reached the goal of understanding his feelings of resentment and anger toward his family and fellow student. Client Y feels that the counseling process helped him get a "clearer picture of things by talking about it".

### **IV. FUTURE RECOMENDATIONS**

Client Y feels that more counseling would help him get a clearer picture of himself although there are no pressing issues presently in his life. I've advised him of other counseling options, as well as the opportunity to see his school counselor. At this time, he'll consider future involvement. No firm commitment was made on his part.

**COUNSELOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



## Case Presentation Format:

Counselor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Client Name (pseudonym): \_\_\_\_\_ Session #: \_\_\_\_\_

Reason for Referral:

Background Information/Demographics:

Presenting Problem:

History of presenting problem, family history, social history,  
cultural/environmental history, academic/work history, counseling history,  
spiritual history, leisure...

Client Strengths/Assets/Resources:

Client Orientation (Cognitive/Behavioral/Affective/Systemic):

Assessment of Multicultural and Diversity Issues:

Potential Developmental Issues:

Case Conceptualization:

Goals/Treatment Plan:

What stage of the counseling process are you currently in with this client?

Relationship building, Intake and Assessment, Goal Setting, Counseling  
Interventions, Evaluation/Termination/Referral

Group Supervision Need:

**CASE PRESENTATION AND/OR REVIEW FORMAT**  
(Adapted from CTC)

- A. **Introductory Information**  
Origin of material and reliability  
Identifying characteristics: age, grade, etc.  
Date first seen/evaluated and state reason for seeking help (i.e., presenting problem and past history of present concern)  
Referral source
- B. **Background Information**  
Developmental history  
(Family constellation and attitudes, school and peer adjustment, other interpersonal relationships)  
Relevant testing results  
Education/academic history  
Relevant physical/medical issues
- C. **Mental Status and Diagnosis**  
(not necessary for formal DSM-IV diagnosis)  
Psychological background information
- D. **Counseling**  
Previous counseling history  
Current counselor-client dynamics related to client problems  
How counseling approach was formulated based on client dynamics, problems, concerns, client strengths and weaknesses (supportive, cognitive, behavioral)  
Course of intervention:  
How treated  
How client views and uses counseling (resistance to counseling?)  
Relevant transference and countertransference issues, how dealt with  
Phases of counseling (present and anticipated)  
Problems and issues resolved/remaining
- E. **Treatment Plan**  
To continue relationship building  
To resolve remaining problems and issues  
Recommendations/Plans/Goals  
What are your ideas? Even if not sure, share some hypotheses for future work
- F. **Counselor Evaluation**  
Personal strengths and weaknesses  
Areas of concern  
Type of feedback counselor deems beneficial  
What type of help would you like from your colleagues?  
Feedback on counseling skills?  
Understanding client's problem or feelings?  
Choosing goals, plans, techniques, treatment strategies?  
Understanding own reactions (values, needs, feelings) as they affect your work with client?

## **SYSTEMIC CASE CONCEPTUALIZATION FORMAT**

### **TYPES OF SYSTEMIC INTERVENTION**

#### **INDIVIDUAL**

Demographic Information  
 Nature of concern  
 Skills and data necessary for intervention  
 Potential barriers in and/or outside of school  
 Key personnel (parents, teachers, administrators, community agency workers)  
 Intervention plan  
 Desired outcome – corresponding National Standard(s)

#### **GROUP**

Nature of concern  
 Potential group offerings (population, prevention, remediation)  
 Skills and data necessary for intervention  
 Potential barriers in and/or outside of school  
 Key personnel (parents, teachers, administrators, community agency workers)  
 Intervention plan  
 Desired outcome – corresponding National Standard(s)

#### **CLASSROOM**

Nature of concern  
 Possible classroom guidance units to be offered by counselor  
 Consultation with classroom teacher(s)  
 Skills and data necessary for intervention  
 Potential barriers in and/or outside of school  
 Key personnel (parents, teachers, administrators, community agency workers)  
 Intervention plan  
 Desired outcome – corresponding National Standard(s)

#### **SCHOOL-WIDE**

Nature of concern  
 Possible programs/initiatives includes assemblies, speakers, and special events  
 Policy review and revision (spoken and unspoken)  
     (discipline, attendance, course selection, access and equity to personnel and  
     resources, co-curricular activities, make-up work)  
 In-service for faculty and staff  
     (developmental issues, diversity issues, critical incidents [school violence, loss  
     and trauma], culture and climate, expectations of students)  
 Skills and data necessary for intervention  
 Potential barriers in and/or outside of school  
 Key personnel (parents, teachers, administrators, community agency workers)  
 Intervention plan  
 Desired outcome – corresponding National Standard(s)

#### **COMMUNITY**

Nature of concern  
 Outreach  
     (helping agencies, parents, business leaders, churches/religious organizations,  
     civic organizations)  
 Skills and data necessary for intervention  
 Potential barriers in and/or outside of school  
 Key personnel (parents, teachers, administrators, community agency workers)  
 Intervention plan  
 Desired outcome – corresponding National Standard(s)



**POTENTIAL DATA SOURCES FOR USE IN SYSTEMIC INTERVENTION**

Student demographics  
Student distribution in classes  
Standardized test results  
Retention/attrition rates  
Graduates – types of diplomas  
Post-secondary placements – where  
Previous retention strategies  
Special education demographics  
Grade distributions  
Discipline referrals

**PROFESSIONAL SKILL AND KNOWLEDGE BASE APPLIED IN INTERVENTIONS**

How is the intervention developmentally appropriate?  
How does the intervention apply counseling theoretical perspectives?  
How is the intervention congruent with ethical guidelines?  
What school and/or school district policies are relevant in the intervention?  
What law(s) are relevant in the intervention?  
What accountability measures are incorporated into the intervention?  
What are the evaluation strategies for the intervention?  
What leadership and advocacy strategies are involved?  
How does the intervention contribute to the academic achievement of students?  
What National Standards does the intervention support?

## **AMERICAN SCHOOL COUNSELING ASSOCIATION POSITION STATEMENT**

### **The Professional School Counselor and Group Counseling**

(Adopted 1989; revised 1993, 2002, 2008; reviewed 1999, 2008)

### **American School Counselor Association (ASCA) Position**

Group counseling is vital in the delivery of the ASCA National Model to students and should be supported by school districts as part of an effective comprehensive school counseling program.

### **The Rationale**

Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of dealing with students' academic, career and personal/social/emotional, developmental issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment and learn to communicate and cooperate with others. Research on group counseling suggests that this intervention is rather robust for a variety of academic, career and personal/social/emotional concerns (Gerrity & DeLucia-Waack, 2007; McGannon, Carey, & Dimmitt, 2005; Paisley & Milsom, 2007; Whiston & Sexton, 1998).

### **The Professional School Counselor's Role**

The professional school counselor's training in group facilitation is unique to the school setting. School counselors provide group services to students and parents and may utilize their specialized training to facilitate school staff and administration on relevant professional issues or topics. Group services offered to students and parents are based on school and community needs, which are assessed through survey data. School counselors prioritize group offerings based on analysis of survey data. Group counseling should be offered to all students in a PK-12 setting.

### **Summary**

Group counseling is an efficient and effective way to meet students' developmental and situational needs. Group counseling makes it possible for students to achieve healthier academic and personal adjustment in a rapidly changing culture. Groups are an integral part of a comprehensive school counseling program and should be included and supported by every educational institution. The professional school counselor's training in group facilitation benefits students, parents, school staff and administration. Group counseling has a positive effect on academic achievement and personal adjustment.

### **References**

- Gerrity, D. A. & DeLucia-Waack, J. L. (2007). Effectiveness of groups in the schools, *The Journal for Specialists in Group Work*, 32, 97-106.
- McGannon, W., Carey, J., & Dimmit, C. (2005). The current status of school counseling outcome research. *Monographs of the Center for School Counseling Outcome Research*, 2.
- Paisley, P. O. & Milsom, A. (2007). Group work as an essential contribution to transforming school counseling, *The Journal for Specialists in Group Work*, 32, 9-17.
- Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling Development*, 76, 412-426.

## **GROUP COUNSELING CONSIDERATIONS**

### **Rationale for counseling in groups**

- The behavior of children serves certain purposes: they want to belong, they actively seek acceptance, and they want to gain an understanding of themselves and others
- Most concerns of students are interpersonal in nature
- Students are not alone in concerns, opportunity to discover concerns are not unique, but common with peers (many students are unable to understand the abstract concept of universalization)
- Effective and efficient use of group leader's time
- Counselor becomes a role model for students as they develop communication and social skills.
- Group dynamics provide diverse opportunities for growth, unique from those in individual counseling.
- Groups encompass four of the highest ideal roles for school counselors:
  1. working with students in groups to help them learn appropriate social skills
  2. working with students in groups to enhance self-concepts
  3. working with students in groups to help them understand their feelings
  4. working with students in groups to help them develop problem-solving skills

### **The nature of group counseling: it is a *process* rather than an activity**

#### **Purpose:**

It is not to remediate severe problems, but help a child along the path to school success. Counselor seeks out strengths, potential, and ways students are using their skills and talents for a productive life that is appropriate to their maturational level. Groups can promote optimum human growth

## **TYPES OF GROUPS**

### **Classification according to skills**

1. Guidance level
  - o provides information, instruction, orientation, experiences
  - o appropriate to developmental/preventive/educational needs of students
2. Counseling level
  - o focuses on routine adjustment/developmental/remedial needs of students where more personalized assistance needed
3. Therapy level
  - o Provides remedial adjustment or assistance to students
  - o Typically, not provided in school settings

### **Classification according to their major purpose**

1. Growth groups
  - o Designed to provide group members with opportunities for personal growth or enhancement thru motivation or skill acquisition
  - o "learning how to learn"
2. Learning groups
  - o Purpose is to acquire acquiring specific knowledge
  - o Generally more structured, with carefully defined goals, and explicit expectations of group members
  - o Focus learning specific information; yet, process: great deal of group interaction with member sharing
3. Social skills training groups
  - o Social skills training
4. Values clarification groups

- Use values clarification techniques to assist group members in identifying values that can give positive meaning to their individual goals and behavior.
- Process of identifying, examining, and comparing what is important to the individual student, determining or verifying those values that are truly worthwhile, and then learning to implement these true values in their daily living.

### **ORGANIZING COUNSELING GROUPS**

#### **Practical Considerations**

1. **Age** – approximately same age – sharing same level of social maturity is a more important variable
2. **Sex** – mixed group at least to 5<sup>th</sup> grade; higher grades dependent on group members and group topic.
3. **Size of group** – 6-8 ideal  
large group problems or concerns: inability for group leader to relate intensely to individual group members; group leader may slip into *role of disciplinarian*; *distractions*; number of students may be competing for attention of group leader; difficult to attend to group dynamics
4. **Duration** – 6-8 weeks
5. **Open versus closed**
6. **Some children may be unable to function in a group**; thus, consider a smaller group or individual counseling.
7. **Setting** – There are a variety of options, but the important consideration is to stay away from large rooms if possible as it reduces counselor control. Some prefer the small table technique for younger students.

#### **Orientation of students to group counseling**

1. Why should I join a group?
2. Who is in the group? Are groups for kids in trouble?
3. Who decides who is going to be in this group
4. What do students do in the group?
5. What do counselors do?
6. What can I say in the group?
7. What do the rest of us do if somebody is talking?
8. Do you tell our teachers or our parents what I say?
9. Will my friends or brothers or sisters be in the group?
10. How will I know my friends won't tell what I say?
11. Where will we meet?
12. If I join, when will we meet?
13. Do I have to come all the time?

#### **General goals of group counseling: (Muro and Dinkmeyer)**

1. To help each member to know and understand himself or herself. To assist with the identity-seeking process
2. As a result of coming to understand the self, to develop increased self-acceptance and feelings of personal worth.
3. Develop social skills and interpersonal abilities, which enable one to cope with the developmental tasks in personal social areas.
4. To develop increased self-direction, problem-solving, and decision-making abilities, and to transfer these abilities to use in regular classrooms and in social contacts
5. To develop sensitivity to the needs of others, this results in increased recognition of responsibility for one's behavior. To learn to identify with feelings or significant others in the world as well as develop a greater ability to be empathic
6. To learn to be an empathic listener who hears not only what is said, but also the feelings that accompany what has been said.

7. To be congruent with self, really able to offer accurately what one thinks and believes. To say what one means, to be a congruent "sender".
8. To help each member formulate specific measurable goals that can be behaviorally observed.

**Group Leadership Competencies**

*Structuring*

*Linking*

*Confronting*

*Use of the "here and now" interaction*

*Blocking*

*Paraphrasing and clarifying*

*Encouraging positive feedback*

*Use of nonverbal cues*

*Sending "I" messages*

*Tentative hypotheses*

*Task setting and obtaining commitment*

**GROUP COUNSELING INTEREST SURVEY**

Date \_\_\_\_\_

Dear Parent/Guardian,

The counseling program at the \_\_\_\_\_ School is designed to meet the needs of all students. In previous years, numerous students have participated in our group counseling sessions.

The groups being offered are listed below. Please take the time to review these offerings with your child to learn if he or she has an interest in participating in one or more of the groups. I have been visiting classrooms and explaining the program to the students.

Please check any group(s) that you believe would benefit your child, and have your child return the form to his/her homeroom teacher. Note that I have allowed room for suggestions and/or comments at the bottom of the form.

Your assistance in this matter is most appreciated. Don't hesitate to contact me at \_\_\_\_\_ if you would like additional information.

Sincerely,  
School Counselor**GROUP INTEREST SURVEY**Improved Self-esteem  
Loss of Friend/Family Member  
Wellness IssuesPeer Relations  
Separation / Divorce  
Leadership Development

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
 Parent Signature of Approval \_\_\_\_\_  
 Comments Suggestion \_\_\_\_\_

**PARENT NOTICE OF GROUP COUNSELING**

Date \_\_\_\_\_

Dear Parent/Guardian:

This academic year, the Counseling Department will be conducting small group counseling sessions (4-6 students) with *all* students. Groups will be addressing such topics as promoting a more positive self-image, developing good study habits, and strengthening decision-making skills.

We are enthusiastic about offering these group sessions and believe that they will be most beneficial to our students.

If for any reason you are uncomfortable about having your youngster participate in the sessions, or if you have any questions, please feel free to contact me.

Sincerely,  
School Counselor

## **CLASSROOM GUIDANCE INSTRUCTION**

- Systematic delivery of age-appropriate preventative guidance concepts and units in a classroom presentation.
- “Classroom guidance is process of providing personally relevant information and skills and encouraging interpersonal interaction, discussion, and sharing in order to help participants understand themselves, their development, and their world; thereby facilitating effective decision-making, appropriate adjustment, and satisfactory personal growth” ---Trotzer
- The school counselor chooses topics and teaches personally relevant issues not found in the academic curriculum. Appropriate topics could include: life skills to effectively deal with situations in students, lives, problem-solving and decision-making skills, provide the opportunity to explore feelings and learn about resulting behaviors, consequences, and options for alternative behaviors, healthy coping skills for societal problems, and others.
- School counselors initiate discussions on topics to increase students’ awareness and potential to act responsibly.
- Guidance lessons potentially promote maximum personal development in all spheres of life.

### **Advantages of Classroom Guidance**

- Opportunity to get to know significant numbers of students at any age or grade level.
- Capitalize on the energy that the larger-size group naturally generates.
- Students are exposed to a broad array of other’s ideas
- Allow students to be in a peer group without having to perform.
- School counselor learns quickly which students have difficulties managing their behavior; thus, potential members for small groups later on can be identified.
- Opportunity to test and try out new behaviors.
- Helps school counselors to be seen in positive frameworks.

### **Designing a Guidance Curriculum**

*ASCA: “Developmental guidance is that component of all guidance efforts which fosters planned intervention within the educational and other human development services programs at all points in the human life cycle to vigorously stimulate and actively facilitate the total development of individuals in all areas—personal, social, emotional, career, moral-ethical, cognitive, aesthetic---and to promote the integration of the several components into an individual lifestyle”.*

#### **1. Development of a Rationale**

- **Purpose:** enhance the development of student potential through age-related activities. Counselors provide instruction in life skills, interpersonal relationships, awareness of self and others, and careers.
- **Assess:** special needs of the population within a specific school, and student developmental needs

#### **2. Statement of Goals –** needs to be workable, concrete, and practical.

#### **3. Implementation**

- Awareness of needs of school population and appropriate response
- Orienting children, parents, teachers, & administrators
- Choosing topics and preparing presentations
- Gathering resource materials (audiovisual aids, posters, videos, activities, etc.)
- Preparing handouts for distribution
- Scheduling
- Presenting
- Evaluating

#### 4. Evaluation

- Receiving feedback – targeting the feedback you want to receive
- Sometimes verbal – sometimes written (occasionally)

### Activities for Implementation of a Guidance Curriculum

#### Orientation

- The means by which counselors describe their role and function
- 1<sup>st</sup> guidance lesson of school year: students' orientation to the school's counseling program
- Every year remind students of school counselor's role and function.

#### Choose Topics

- evolve out of needs assessments
- teachers may make personal requests when issues arise
- thematic occasions in school.

#### Prepare Presentations

- remember: classroom guidance is the primary mode through which prevention occurs
- lesson plans: introduction, explanation, discussion, questions and answers, activity, summary, and evaluation
- have a clear understanding of both concepts for lesson and how concepts relate and apply to this group of children.
- plan in advance specific follow-up questions.

#### Gather Resource Materials

#### Prepare Handouts

- Purposes of handouts: enhance learning process for children and maintain public relations
- Handouts should be a concrete activity related to the content that children must think about and complete. This will increase the likelihood of retention and makes learning more meaningful.
- Handout exercises should be fun, simple, consistent with grade level, and brief.
- May take handouts home and discuss with parents.
- Include your name as counselor and school's name on all handouts.

#### Schedule

- Important to consult with teachers so it is least disruptive to the regular classroom schedule.
- Confirm time slot with teachers and give teachers reminders.

#### Presentation

- Involves transfer of information from you to students in an activity-oriented style.
- Consider the attention span and learning styles (visual, auditory, kinesthetic) of students.
- Should capture captures children's attention and maintains it, stimulate discussion and encourage verbalization
- Thank students and teacher

#### Evaluation

- Criteria for evaluation based on original goals (Are you interested in content appropriateness, effectiveness of delivery, integration into the learning process?)



## **DELIVERING CLASSROOM GUIDANCE LESSONS**

School counselors need to be knowledgeable about the subject matter, understand it in depth, and deliver ideas to students in ways that they can understand it, experience it, and process it.

### ***Using the "Cuthbert Cues"***

#### **1. cohesion**

- Can be built in any group –
- Begin to establish it quickly (We work together, we will plan how we will use our time)
- Use rounds
- Use symbol to leave with the group that you can add onto each week
- Brightly colored folders for topic

#### **2. cooperation**

- Explained and modeled (taking turns, listening to others as they will be asked to listen to you, respecting risk-taking and knowing that you will not be laughed at by anyone, learning skills how to disagree)
- Practice in small group and return to large group
- Process how well cooperation was achieved

#### **3. communication**

- Open-ended questions, clarification techniques, responding with feeling-focused statements (let those to whom you are responding know that you have heard, not only the content of their words, but also have picked up on the underlying feelings)
- *Simple acknowledgement* statement – say thanks to a group member for giving out ideas
- *Linking and pairing*

#### **4. coaching**

- Instilling new behavior by direct instruction & practice with shaping by observers
- Encourage students to "try out" the presented skills & reinforcing their performance
- No one fails because students "coach" each other for success
- Students learn how to give facilitative, helpful feedback to each other which makes participation valuable to members

#### **5. contribution**

- Everyone in the group has valuable opinions, ideas or something to give the class
- Their presence in the lesson is important
- Teach volunteering skills to those who are not able to raise their hands, take risks about sharing ideas, etc.
- Positive self-talk
- Invite students to help with handing out papers, choosing whether to write on the board or newsprint, or any kind of managerial skill that you as the counselor do not need to own.

#### **6. control - Leadership style?**

- know yourself, what you can tolerate, what is acceptable to you in terms of the behaviors of students
- Know what works for you as you go into all different types of classroom settings
- Classroom techniques: pacing, varying formats of activities, sensitive to ever changing individual group behaviors
- Implement control techniques which match the situation
- Varied activities (didactic presentation, role-play, smaller discussions, demonstrate ideas with students as models)
- Often eliminates need for disciplinary procedures

7. **configuration** - Room arrangement
  - Consider configuration with attention given to placements for hard to manage students and how your configuration enhances learning
  - How the room is set up and where you place yourself is important to consider
8. **closure** - Giving a summary of what you have learned within the lesson
  - Important when not seeing students again for week or two
  - Closure from a previous lesson serves as review in the next lesson & helps bring continuity to lessons
  - Give the summary and outline plans for next time
9. **confidentiality** - Keeping ideas contained within the group
  - Be aware of the concept and the possibility that the issue might need to be discussed
  - When create caring, comfortable atmospheres, and discuss issues that conjure up personal experiences, anything can happen:
  - Students may disclose very personal perceptions & counselors must attend to the protection of students by addressing confidentiality issues w/the other students

## CLASSROOM GUIDANCE LESSON EVALUATION

Name \_\_\_\_\_ Lesson Topic \_\_\_\_\_

### Evaluation Criteria

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Improvement Needed	Not Applicable
<b>TOPIC</b>						
Classroom guidance lesson was informative.						
Important (needed) topic for this age/grade level.						
Topic explored in a developmentally appropriate manner for age/grade level.						
<b>QUALITY OF LESSON</b>						
Clarity of purpose						
Method/Activities						
Transitions						
Closure						
<b>PRESENTATION SKILLS</b>						
Teaching skills						
Discussion/facilitation skills						
Listened and explored others views						
Adequate and succinct instructions						
Class control						
Adequate processing and discussion						
Class control						
Facilitation of students' application, reflection, and evaluation of their learning						
<b>ADDITIONAL COMMENTS</b>						

## **CONSULTATION IN SCHOOLS**

Current interest in school consultation is part of a broader professional trend emphasizing preventative mental health, indirect service delivery, and community interventions. The fields of psychiatry, group dynamics, psychology, and organizational development have all contributed to the development of models of school consultation. There is a need for a coordinated sharing of expertise by professionals in the schools (Caplan, 1970; Sarason, 1971). The focus of consultation has changed from advice giving to a more coordinated, expertise-sharing process. A variety of techniques are currently employed, other than in-service education and case feedback, including group dynamics, applied research, conflict resolution, and case sharing. (Meyers, Parsons, & Martin, 1979, pp.35-36).

An increasingly important role for the school counselor is that of consultant (Humes & Hohenshil, 1987). As a consultant, the counselor works directly with teachers, administrators, or parents who in turn work directly with children. This is quite different than someone who counsels individual students, a role familiar to most school counselors. Consulting requires a different set of skills, such as working effectively with other adults (Conoley & Gutkin, 1986).

### **What is consultation?**

There is no universal agreement as to what exactly the term "consultation" means. Most agree, however, that it is a helping process that involves a consultant (e.g., school counselor), "consultee" (e.g., teacher, parent, principal), and client (e.g., Student). Brown, Pryzwansky & Schulte (1987) list key elements of consultation:

1. Initiated by either consultant or consultee.
2. Relationship is characterized by authentic communication.
3. Consultees may be professionals or nonprofessionals (e.g., parents).
4. Consultant provides indirect services to third-party clients.
5. Consultant provides direct services to consultees, assisting them to develop coping skills that ultimately make them independent of consultant.
6. Types of problems considered are work related when the concept of work is broadly conceived.
7. Consultant's role varies with consultees' needs.
8. Consultant may be based within consultee's organization or outside of it.
9. All communication between consultant and consultee is confidential. (p.9).

According to Dinkmeyer, Carlson, & Dinkmeyer (1997) consultation relationships have the following four characteristics:

1. Information, observations, and concerns about a problem are *shared* between the consultant and the consultee.
2. *Tentative hypotheses* are developed to change the situation.
3. *Joint planning and collaboration* occur between the consultant and consultee.
4. The hypotheses, or recommendations, *reflect and respect* the uniqueness of the child, the teacher, and the setting. (p.16).

### **Categories of Consultation**

Parsons & Meyers (1984) discussed a model of school consultation with a focus on primary and secondary prevention. They define four categories of consultation in the schools.

- **Direct service to the client.** Consultation seeks to modify the behavior, attitudes, or feeling of a particular client or clients who present a problem or problems. Data about the client are gathered directly by the consultant using the individual testing, interviewing, and behavioral observation of the client.

- **Indirect service to the client.** Consultation aims to change the behavior, attitude, or feelings of the client(s). In contrast, data are not gathered directly by the consultant. Instead the consultee gathers the necessary data to be shared with the consultant.
- **Service to the consultee.** The target for service is the consultee rather than the consultee's client. The goal is to change the behavior, attitudes, or feelings of the consultee.
- **Service to the system.** The target for service is to improve the organizational functioning of the system as a whole. This result should lead to improved mental health for both clients and individual consultees in the organization (pp.5-6).

### Caplan's consultation approach

Caplan (1970) viewed consultee difficulties as arising from deficits in skills, knowledge, confidence, or professional objectivity. Of these four, he believed that lack of objectivity accounted for the greater number of cases of lowered consultee effectiveness. *Theme inference* illustrates a consultee's unconscious connection with a particular client case, a connection that produces short-term ineffectiveness on the job. For example, a classroom teacher may harbor a theme that states, "Boys from single-parent homes are always behavior problems in the classroom." Suppose further that a boy named Tom has recently entered this teacher's classroom. Tom lives at home with his mother, a divorced single parent. Given these issues, the teacher may falsely conclude that Tom is (or has a great potential to become) a disruptive student. Thus, this teacher may not accurately perceive or interpret Tom's actions in the classroom. Using Caplan's technique of theme inference reduction, the school counselor-consultant may try to restore the teacher-consultee's objectivity by indicating to the teacher, through indirect confrontation, that not all boys who live with one parent turn out to be disruptive students.

There are other strategies to address a consultee's lack of objectivity. The consultant may discuss how the *current problem is different* from the past one. For example, Tom really doesn't live in a single-parent home, perhaps by indicating that Tom's mother was considering remarriage or that Tom had frequent contact with both parents. The consultant may introduce a *parable*, a real or fictitious anecdote that parallels' the consultee's current situation and resolves itself in a constructive way. Alternatively, the consultant may provide a *nonverbal focus* on the case or the consultant relationship. Here, in addition to words, the consultant may respond to the consultee in a calm, respectful manner that suggests the consultee is handling the situation as a competent professional.

Meyers (1981) asserts that direct confrontation is not only appropriate but also advisable in many instances, given the time-limited nature of the typical consultation and the corresponding need for direct communication.

Not all consultee difficulties may be attributed to a loss of objectivity. If a consultee lacks some knowledge relevant to a case, the consultant may be in a position to provide it to him or her. Caplan indicated that the consultant should offer this knowledge within the spirit of a peer-professional relationship rather than a teacher-student relationship. If a consultee lacks certain skills, the consultant may be in a position to assist.

Consultee difficulties may also stem from a lack of confidence. Because consulting is not the same as counseling, consultants need to keep these two roles separate. Consultation involves an equal relationship between professionals engaged from solving work-related issues. A school counselor-consultant who works with a consultee having low self-confidence should offer encouragement and support but should also discuss problems in the workplace. The consultation may need to connect the consultee to other sources of support within the organization.

### **Bergan's consultation approach.**

Bergan (1977) conceptualized consultation as involving four stages. *Problem identification* specifies the problems to be resolved as a result of consultation. Problem identification is accomplished through a problem identification interview. The consultant must meet the following six objectives to define problems presented in consultation adequately:

1. Consultation must target the problems to be solved as a result of consultation. This generally involves asking the teacher about goals and expectations.
2. Each target problem must be described in behavioral terms rather than with medical model labels so that the exact nature of the problem as well as the course of problem solving can be agreed upon.
3. The environmental conditions surrounding each target behavior must be identified. Consultants accomplish this through questioning the teacher with regard to what events come before (antecedents), occur during (sequential), and follow (consequents) the problem behavior.
4. The consultant must ask the teacher to estimate the frequency, intensity, and/or duration of each target behavior to determine the severity of the problem and the extent of baseline (pretreatment) data collection procedures.
5. The consultant and teacher must agree on the type of data collection procedures that will be used and who will collect the data.
6. A date for the next interview must be arranged. It is important that an adequate sampling of baseline behavior be obtained before the next interview takes place.

The second stage is *problem analysis*, when each problem is examined further and a plan is designed to solve it. Objectives for this stage include:

1. The existence of each target problem must be documented by reviewing baseline data with the teacher. Also, the difference between existing and desired performance of the child must be determined.
2. The antecedent, sequential, and consequent conditions surrounding the problem behavior must be specified and analyzed further.
3. An intervention plan for the next interview must be arranged.
4. A date for the next interview must be arranged. The consultant should make plans to monitor the teacher's implementation of the plan and make arrangements for training the teacher if necessary.

The third stage is *plan implementation*. One aspect that distinguished this stage is that in plan implementation there is not formal interview. Objectives for this stage are:

1. Whether or not the teacher has the necessary skills and resources to implement the plan must be determined.
2. The consultant must monitor the teacher's data collection and plan operations.
3. The need for plan revisions must be determined. If the plan is not working, the consultant and the teacher must revise it to increase the probability of success.

The fourth stage is *problem evaluation*, in which the extent of the problem solution and plan effectiveness is determined. Objectives for this stage are:

1. The extent to which the goals of consultation have been achieved must be determined. Different steps must be taken if goal attainment is complete, partial, or nonexistent.
2. The effectiveness of the intervention plan must be determined.
3. Strategies regarding the continuation, modification, or withdrawal of the intervention plan must be discussed.
4. Additional meetings (if needed) must be scheduled, or consultation on the problem(s) should be formally terminated.

Bergan and Tombari (1976) found that the single best predictor of whether a consultee would implement an intervention plan was successful problem identification during the problem identification phase. The implication for the school counselor-consultant is very clear--if you want to see positive results in consultation, make sure that during the initial interview you and your consultee specify in a concrete, observable way the problem is to be solved.

Some assert that this consultation model is likely to be more easily accepted and implemented in schools. The focus is often easily understood as the client or student, and his or her problem, thus making it less threatening to the consultee. School counselors who implement this model are able to tell consultees how the consultation will proceed, cite research in support of their interventions, and even indicate ahead of time what types of problems are more likely to improve as a result of this approach. However, some may view the similarity of this model to behavior modification techniques negatively.

### When to consult

Lambert (1983) discussed consultation in the schools as an interaction between a teacher and a school district employee from a mental health discipline. Lambert suggested that the process of consultation is initiated (1) when a teacher requests help, (2) when a consultant offers to assist a teacher or pupil, or (3) when a principal requests help for a teacher or for himself/herself. The objectives of school-based consultation may be a change in pupil behavior or a change in teacher behavior or both. Lambert (1983) delineated phases involved in the school consultation. *The first phase* is the relationship building-role clarification phase in which the consultant defuses teacher anxiety about being analyzed, exposed, and evaluated, and during which time the consultant interacts so as to be seen as a helpful, nonjudgmental, and knowledgeable person. *The second phase* consists of problem identification and the generation of intervention strategies. During this time, teachers and consultants are actively discussing cases, successfully sharing information from each of their professional perspectives, and developing alternative interventions to be considered and tried. *The third and final phase* occurs when the teacher and consultant each understand the other's role, and the teacher knows how to ask questions and can use the interaction to explore, propose, and rule out solutions. The relationship becomes one in which two professional peers can use one another effectively in exploration and discussion of matters of mutual concern (pp.32-33).

Similarly, Dustin and Ehly's (1984) model for school consultation asserts that consultation is indirect helping in which the consultant works with a second person (consultee) to help a third party (the client). Their five-stage model includes:

1. *Phasing In*: To establish trust levels and to have the consultant employ such skills as active listening, understanding, empathy, and self-disclosure to assure relationship building between the consultant and teacher.
2. *Problem Identification*: To clarify the main problems being experienced by the client and to employ the skills of focusing, paraphrasing, and restatement in order to determine whether the focus of consultation is the consultee or the third party (the client).
3. *Implementation*: To assist the consultee in devising alternative change strategies. This stage is marked by consultant feedback empathy to assist the consultee in dealing with possible negative feelings associated with the process of narrowing down available strategies to the one that will be implemented.
4. *Evaluation*: To involve formation evaluation and the monitoring, implementing, and evaluating of change strategies. Consultant openness and flexibility is essential.
5. *Termination*: To bring closure to consultation arrangements and review the positive as well as negative outcomes derived from the change strategies that were implemented. The model stresses the importance of using counseling skills as they apply to the consulting process (pp.23-28).

## **Conclusion**

Gaining the school-wide support for consultation may pose problems. In this age of accountability, it may be difficult for an administrator to endorse an approach that uses somewhat vague techniques (indirect confrontation, support, and theme inference reduction), etc. and offers no firm time frame for improved consultee functioning. Nevertheless, administrators often understand that some teachers' problems with students are because of teacher difficulties. In addition explaining consultation to teachers may be difficult because, although many teachers realize their contributions to children's school issue, for them to admit to their contributions is very threatening. Thus, consultation must be explained to teacher-consultees in a sensitive caring manner that reduced this threat. A strong commitment to confidentiality may be an excellent way for a school counselor to transform a potentially threatening situation into one involving high levels of respect and trust.

Research has shown consultation to be an effective method of improving the educational process and the well-being of students, as well as the professional functioning of others in the school community (Medway & Updyke, 1985). A complex assortment of factors may influence a counselor's choice of one consultation approach over another, such as the type of consultee (e.g., teacher, parent, administrator), setting in which the consultation occurs, consultant's comfort with a particular approach, type of client problem, target of consultation (e.g., client vs. consultee) (Conoley & Conoley, 1981).

## **Resistance to Consultation**

Consider: Dougherty, A. M., Dougherty, L. P., & Purcell, D. (1991). The sources and management of resistance to consultation. School Counselor, 38, 179-186.



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## **GUIDELINES AND SELF-REFLECTION FOR CONSULTATION ACTIVITIES**

### **Pre-Entry Reflection**

- What models, processes, theories, and paradigms do you draw on to conceptualize your model of helping?
- How do you define consultation to the consultee or consultee system?
- How do you see it as triadic (consultant, consultee, client) or didactic (consultant and consultee)?
- When is visionary, looking into the future, and planning a better intervention better than cause and effect problem solving?

### **Entry into the System Reflection**

- What are the goals or intended outcomes of consultation?
- What is the scope of confidentiality?
- Time frame – how long will the service be provided to the consultee?
- When and how will the consultant and consultee work together?
- Will the consultant have access to other sources of information if needed?

### **Orientation to Consultation Reflection**

- What are the consultant's expectations about consultation?
- What role will the consultant and consultee assume in the consultative effort?
- What are the parameters of the consultant's interventions?
- What are the ethical concerns of the consultee? The consultant?
- How long will the consultation take?
- What are the procedures governing the gathering of data?
- What are the guidelines for the giving and receiving of feedback?
- What are the procedures used in the assessment of the consultation plan?

### **Problem Identification Reflection**

- What are the consultant's and consultee(s)' general concerns about the problem?
- What needs to be accomplished to overcome these concerns?
- What role will the consultee play in overcoming the problem?
- What aspects of the problem are most distressing?

### **Consultant Intervention Reflection**

- Do the consultant and consultee agree upon the nature of the problem?
- Have the skills and resources of those involved been assessed?
- Does the plan to deal with the identified problem include objectives, interventions, consider barriers to implementation, and appropriate procedures?
- Is there a plan or arrangements for follow-up contact?

### **Consultation Evaluation Reflection**

- What is the purpose(s) of the evaluation
- What will be assessed, How, When?
- Who will collect the information?
- How will results be shared and communicated and with whom?
- Was the intervention congruent and appropriate for the previously established purpose?

## **CONSULTATION SELF-ASSESSMENT**

For each of the following, assess your effectiveness: (1) highly successful, (2) moderately successful, (3) neutral, (4) not successful.

1. I clearly defined my role to the staff. \_\_\_\_\_
2. I emphasized the importance of the consultation intervention. \_\_\_\_\_
3. I explained the rationale for my approach. \_\_\_\_\_
4. I encouraged open discussion of any problem or observations about the consultation process. \_\_\_\_\_
5. I was open to suggestions and recommendations from the consultee. \_\_\_\_\_
6. I explained and described the steps in the consultation process. \_\_\_\_\_
7. I spent time carefully gathering the necessary data from the consultee or others. \_\_\_\_\_
8. I intervened with direct services to the consultee. \_\_\_\_\_
9. I intervened with indirect services to the consultee. \_\_\_\_\_
10. I successfully identified the problem. \_\_\_\_\_
11. I defined the problem in terms of the person in the environment. \_\_\_\_\_
12. I defined the problem in terms of lack of skill, lack of knowledge. \_\_\_\_\_
13. I defined the problem in terms of broader school issues (from an organizational perspective). \_\_\_\_\_
14. I made specific recommendations for change. \_\_\_\_\_
15. I provided a variety of interventions and strategies in problem solving. \_\_\_\_\_
16. I evaluated the impact of my consultation efforts. \_\_\_\_\_
17. I provided feedback to the consultee about the assessment of the consultation. \_\_\_\_\_
18. I encouraged follow-up of the consultation relationship. \_\_\_\_\_
19. I encouraged independent problem solving by the consultee. \_\_\_\_\_

---Adapted from Boylan, J. C., Malley, J. B. & Scott, (1995). Practicum and internship: Textbook for Counseling and Psychotherapy (2<sup>nd</sup> ed.). Washington, DC: Accelerated Development.

**CONSULTATION RECORD  
REGARDING STUDENT**

**STUDENT:** \_\_\_\_\_

**COUNSELOR:** \_\_\_\_\_

<b>Date</b>	<b>Person consulted with</b>	<b>Method of contact (phone, in person)</b>	<b>Notes</b>	<b>Follow-up strategies</b>

## **OVERVIEW OF COUNSELOR SUPERVISION**

"super – visor" - pressure from within, and from peers to live up to new expectations as a master practitioner

- need for supervision – benefits
- complex series of interactions among counselor, client, and supervisor
  - parallel processes* – the reenactment of dynamics in one relationship in the context of another one is quite common in supervision
    - beyond the dynamics of unconscious reenactment, there are also many reciprocal effects that take place among the primary participants (counselor, client, supervisor).
    - Each of the individuals directly and indirectly influences the perceptions and behaviors of the others, for better or worse.

It is this phenomenon that makes the process of supervision so rich, rewarding, complex, and challenging.

### **WHAT IS SUPERVISION?**

- "super" and "vision"
- an experienced person with appropriate training and experience mentors and teaches a subordinate
- a process of professional and personal development in which the supervisor challenges, stimulates, and encourages a counselor to reach higher levels of competence.
- Implicit within definition, *evaluation*
- Critical role as a tool in assessing fitness for the profession
- 3-part definition by ACES:
  1. being performed by experienced, successful counselors who have been prepared in the methodology of supervision
  2. facilitating the counselor's personal and professional development, promoting counselor competencies, and promoting accountable counseling and guidance services and programs
  3. providing the purposeful function of overseeing the work of counselor trainees or practicing counselors (supervisees) through a set of supervisory activities that include consultation, counseling training and instruction, and evaluation.

### **TYPES OF SUPERVISION**

Difference centers around the tasks performed by the supervisor as well as the roles adopted by both supervisor and supervisee.

#### ***Administrative supervision***

- Supervisor helps the supervisee function effectively as a part of the organization with the overall intent to help the organization run smoothly and efficiently.
- Stresses organizational accountability, case records, referrals, and performance evaluation
- Focus: tasks that directly affect the organization

#### ***Clinical supervision***

- Focuses on the work of the supervisee in relation to the services received by the client.
- The supervisor focuses on such areas as client welfare, counseling relationship, assessment, diagnosis, clinical intervention, prognosis, and appropriate referral techniques.
- Focus: supervisee's clinical interventions that directly affect the client, as well as those behaviors related to the supervisee's personal and professional functioning.

#### ***Program supervision***

- Focus: all aspects of counselor's programming and role in designing, implementing, and evaluating programs

## PURPOSES OF SUPERVISION

### 1. **Facilitation of counselor's professional and personal development**

*How much and what kind of emphasis on personal development?*

- a. Generally, counselor supervision should not attempt to intrude on the personal development of counselors. Supervision should offer the counselor an optimal opportunity for self-initiated personal development and encourage the counselor to take advantage of the opportunity.
- b. Facilitation of personal development is a continuing supervisory effort
- c. Counselor's personal and professional development are interrelated, with reciprocal effects.

*Professional development includes 4 tasks:*

- o The counselor must accept the profession as part of his or her self-concept (problem because preparation may lead to a wide variety of positions, each with a different job or professional title.
- o One must have a commitment to, and a clear perception of, the professional role and function. Counselors do not typically enter positions where their role and function have already been established. In fact, establishing this operational base is one of the most important and difficult functions of the newly employed counselor
- o Counselor must be committed to the goals of the institution in which counseling services are performed. This commitment does not preclude the counselor's influence on establishment or alteration of institutional goals.
- o Counselor recognizes and appreciates the significance of the profession.

### 2. **Promotion of counselor competencies**

Helping the counselor acquire, improve, and refine the skills required by the counselor's role and function.

Before undertaking the role of supervisor only responsible for own competency development

Lack of training in supervision methodology common

Supervisors have the advantages of modeling the supervisory behavior of colleagues

*Competency development is a continual process with several distinguishing levels*

- First level represents the skills that are reached through a master's degree program. The repertoire of entry skills are those that the profession and the preparing institution have identified as necessary for competent counselor performance.
- Level 2 often referred to as a "fully functioning counselor" which builds on the background of understanding acquired through a training program. The competency dimension of quantity (i.e., the number of skills) was the target.
- Level 3 devoted to the refinement of the fully functioning repertoire of skills. The counselor achieves level 3 by improving existing competencies and moving toward the goal of refined and polished skills.
- Level 4's goal: advanced skills. The work of "master practitioners" is outstanding in all respects. These individuals possess and perform advanced skills that would be unethical for the neophyte to attempt.
- Beyond Level 4 is a continual process of competency development

### 3. **Promotion of accountable counseling services and programs**

*Pressure is increasing to demonstrate results.*

- o Accountability is the profession's index of validity and evidence that the profession is meeting society's needs.
- o Accomplishment of purposes and goals that a purpose or institution has contracted or promised to accomplish.

*Comparison to "the simple economic relationship of vendor and buyer". An accountable relationship would involve*

Complete disclosure concerning the service being sold

Testing the effectiveness of the service  
 Redress if the service is found to be ineffective or falsely advertised.  
 Counselor supervision is a means for promoting accountability in services, programs, and relationships between helping services and the public.

## ACTIVITIES OF COUNSELOR SUPERVISION

### Support

- Supervisees are offered a safe environment in which to disclose their fears and concerns, to explore difficult issues, and to work through areas of weakness, confusion, and conflict.
- Supervisees are offered the support they need to take constructive risks, increase their confidence, and develop both personally and professionally.

### Consultation

Consultation is one of the most frequent activities that occur in both hierarchical supervision between a supervisor and subordinate and in relationships between peers of equal statuses who share responsibility for the client's welfare.

- Consultees are accepted as capable professionals, otherwise, the relationship will be compromised.
- A compatible and complementary relationship must exist.
  - The role of the consulting supervisor is to help the counselor with personal and professional development, competency development, and establishment and maintenance of accountable services and programs.
  - The role of the counselor is to seek and capitalize upon the supervisor's assistance in the achievement of responsible self-development.
  - Development through supervision is a joint responsibility, but the central obligation is on the counselor, since self-development is the goal.
- Mutually agreed upon objectives:
  - Personal problems that are interfering with the counselor's work
  - Concerns about professional development
  - Acquisition of new skills or improvement of existing competencies
  - Program development, maintenance, and evaluation
- Effective strategies must be employed (supervisor may take on role of supervisor, supporter, trainer, information provider, educator)
- Evaluation – controversy regarding its role in supervision. Most effective when done to not raise counselor's anxiety and there is clarity regarding roles and expectations for the relationship.

### Counseling

One area of considerable debate is the extent to which the supervisory relationship addresses personal issues in the counselor's life.

- The question is not *whether* a supervisor should ever listen to counseling issues, but rather *how* the supervisor chooses to manage these issues when they inevitably arise.
- Counseling exists to help individuals with the developmental tasks, stages, and personal adjustment concerns that beset everyone.
- Who could provide counseling to the supervisee? With few exceptions, the supervisor should refer the supervisee for counseling.
- Typically, cues emerge from the supervisee indicating the presence of a particular issue. Follow the counselor's lead in determining whether the concern interferes with the counselor's ability to counsel.

- During those intervals when supervisory time is devoted to addressing a personal issue:
  - *To what extent is this personal material relevant to the professional management of the case?*
  - *To what extent is there role confusion and ambiguity that pollutes the supervisory relationship?*

### **Training and Instruction**

- Training and instruction should vary according to the developmental level of the counselor.
- Beginning counselors prefer approaches that emphasize direct (structured) instruction
- More experienced counselors want less emphasis on the mechanics and tasks of supervision and more emphasis on sharing ideas and thoughts.
- Some techniques: microtraining, modeling & reinforcement, role playing & simulation, case conceptualization. Also, support, encouragement, understanding, & constructive feedback.

### **Evaluation**



## **DISCRIMINATION MODEL OF SUPERVISION**

**Janine Bernard**

Bernard's (1997) discrimination model is designed to reduce counseling supervision to its simplest components by first helping the supervisor determine what to address in supervision and then identifying the most functional style. The discrimination model is atheoretical and based on technical eclecticism. This model, therefore, allows the supervisor great flexibility in responding to supervisee dilemmas.

### **FRAMEWORK OF THE DISCRIMINATION MODEL OF SUPERVISION**

#### ***Primary Concepts and Theoretical Assumptions***

The primary concepts of the model---supervisory focus and roles---deal with supervisee issues found in virtually all counseling theories: conceptual understanding, mastery of intervention skills, and the inter- and intrapersonal dynamics which occur in both the counseling and supervision dyads. The central assumption is that the focus of supervision should be on the supervisee in the action of counseling rather than on the supervisee's internal reality. With the action of counseling as the primary focus, it is necessary that supervision relate directly to that activity by identifying the component factors that describe the salient features of counseling.

Thus, the discrimination model uses focus and roles to organize the supervisory process around the activity of counseling. Three focus areas of supervision---intervention skills, conceptualization skills, and personalization skills---and three supervisory roles---teacher, counselor, and consultant---are identified.

#### ***Supervisory Relationship***

Since supervision is considered to be a dynamic activity that attends to the inter- and intrapersonal issues of counseling, the supervisor and supervisee must form a relationship that allows communication to occur; thus, it may be assumed that the facilitative conditions of empathy, genuineness, warmth, trust, and positive regard are present. The supervisee's individual personality (cultural background, sensitivity to others, sense of humor, etc.) is considered an aspect of the personalization skills focus area. In the role of consultant, the supervisor encourages the supervisee to share in the responsibility for her or his learning. Finally, it is important to consider the developmental level of supervisees (beginning, intermediate, advanced). It may be assumed that the supervisory relationship is one in which communication, collaboration, and individual differences are respected and encouraged.

### **FOCUS AND GOALS OF THE DISCRIMINATION MODEL OF SUPERVISION**

#### ***Focus***

The primary focus of supervision is supervisee action; therefore, the supervisor must attend to that action by using the three focus areas (intervention skills, conceptualization skills, and personalization skills) and the three supervisor roles (teacher, counselor, and consultant).

### **Focus Areas**

*Intervention (or process) skills* are the essence of the supervisee's observable activities. These skills include all the behaviors that distinguish counseling as a purposeful therapeutic interpersonal activity, from greeting the client at the beginning of a session to using empathy, confrontation, interpretation, pacing, salience, or other counseling skills. The focus of this area is the supervisee's ability to skillfully deliver interventions.

*Conceptualization skills* are subtler, requiring the supervisor to interview the supervisee in order to determine her or his level of competence. This area includes the supervisee's ability to conceptualize client information, identify themes, and discriminate essential client information from the nonessential or inconsequential. In addition to assessment, the supervisee must be able to select an appropriate response to client information, although the delivery of that response is an intervention skill.

*Personalization skills* address the supervisee's unique contribution to counseling, that is, the effects of such individual elements of the supervisee's persona as her or his personality, cultural background, sensitivity to others, and sense of humor on the counseling process. It is often difficult for the supervisor to define and identify these elements; therefore, misinterpretation is common. Thus, the supervisor must be willing to discuss her or his perceptions about the supervisee's personalization skills in order to avoid misinterpretation.

These three foci do overlap. When this overlap is recognized and appreciated, supervision becomes a dynamic process. However, for every counseling skill, a potential skill deficit exists. Therefore, when a skill deficit is identified, the supervisor must determine if it occurred because the supervisee (a) did not know what to do (conceptualization); (b) did not know how to deliver the skill (intervention); or (c) was uncomfortable with either the client or using the skill (personalization).

### **Supervisor Roles**

In the *teacher role*, the supervisor takes the responsibility for determining the action necessary for the supervisee's acquisition of counseling competence. The teacher role is evaluative in the areas of skill deficit, skill learning, and skill delivery. The second role, *counselor*, addresses the interpersonal and intrapersonal reality of the supervisee. As counselor, the supervisor asks the supervisee to reflect on the meaning of events occurring in counseling relationships. Through reflection of meaning, the supervisee experiences insight---those moments when her or his thoughts, behaviors, and personal reality merge---which enhances professional development. The final supervisory role is *consultant*. As consultant, the supervisor allows the supervisee to share the responsibility for her or his learning. The supervisor serves as a resource while encouraging the supervisee to trust her or his own thoughts, insights, and feelings about working with clients. The consultant role is at times difficult because it requires supervisee autonomy.

### **Goals**

Goals are not specifically addressed in the discrimination model but may be deduced by examining the focus areas and supervisory roles. From the focus areas, it may be inferred that the goal of supervision is the supervisee's mastery of the skills required to be effective in the craft of counseling. From the supervisory roles, it may be concluded that the supervisor's goals is to facilitate the supervisee's development as a professional counselor by teaching, exploring, encouraging, and evaluating the learning process.

## **METHODOLOGY AND TECHNIQUES OF THE DISCRIMINATION MODEL OF SUPERVISION**

Many supervisors tend to pair one role with one focus area (teacher/intervention, consultant/conceptualization, and counselor/personalization) which, while logical, limits the supervisor's repertoire and impact. Rarely does a problem fit into a single focus area. Additionally, the supervisor must be sensitive to the overuse of any one role of focus area.

A second issue involves evaluating the supervisee's counseling skills. Effective use of the discrimination model requires a reliable picture of the supervisee in counseling. Observation allows the supervisor to help the supervisee select and learn to use appropriate interventions, but it is also necessary for the evaluation of conceptualization and personalization skills.

Supervisees, especially those in their first supervised experience, spend a great deal of time and energy in attempting to determine what the supervisor wants. By using the discrimination model, with its attention to the three focus areas, the supervisor can direct supervisees in the action of counseling. Also, this model allows the supervisee to request the supervisory role that he or she believes to be most helpful to him or her. Working collaboratively within the context of the model communicates respect for the supervisee as a partner in the learning process.

**CONSIDERING MY COUNSELING SKILLS AT THIS TIME...**

**My counseling strengths include:**

**My biggest problem as a counselor is:**

**I'm concerned about:**

**The type of client I have most trouble with is:**

**During counseling I don't cope very well with:**

**I get anxious during a counseling session when:**

**Experiences relating to the role of my values in counseling include:**

**Components of the counseling session with which I am most fearful are:**

**Parts of a counseling session where I don't seem to have the skills I need include:**

**A problem in counseling that keeps coming back for me is:**

**One thing I like about my counseling skills is:**

**A difficult counseling problem I handled very well is:**

**During counseling, when I'm at my best:**

**I work best with clients who:**

**The way I can tell I get too personally involved in a client's issues is:**

**I'd pleasantly surprise myself when if I had to say one good thing about my counseling I'd say that I:**

## **A COUNSELOR SELF-ASSESSMENT**

### **WHO AM I AS A PROFESSIONAL?**

1. What are my reasons for becoming a counselor?
2. What makes me think that I will be an effective counselor?
3. What are my countertransference issues?
4. What do I expect from clients?
5. What do I expect from my profession?
6. What do I anticipate getting from colleagues?
7. What are my professional strengths and weaknesses?
8. What are my professional goals and objectives?
9. What would my fellow students say about me?
10. With what type of clients do I wish to work and why?
11. How do I handle stress/burnout?
12. How do I handle praise and criticism of my work?

### **WHO AM I AS A PERSON?**

1. How do I assess my developmental history up to this point of my life? What were the high and low points?
2. What are my five best qualities?
3. What five areas of my life do I need to improve?
4. If I were asked my basic philosophy of life, how would I answer?
5. Is my glass of water half full or half empty? Why?
6. What pervasive mood do I find myself in most of the time?
7. What role do my religion, culture, ethnic values, gender, and sexual orientation play in my view of life?
8. On the Meyers-Briggs Type Inventory, what am I?
9. Who are my heroes?
10. What are my personal goals and objectives?
11. Who and/or what influenced my life?
12. What would my best friend say about me?
13. What is the biggest criticism people have of me?

## **INTERN EVALUATION: SUPERVISOR FORM**

**School Counseling Intern:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Instructions.** This form is designed to help supervisors provide feedback about the performance of interns. This form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. The form will become part of the intern's record for this course and will be considered in the final university evaluation of this student's internship experience. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

**Initial comments:**

### **Answer code for evaluation items and questions**

- NA Not applicable or not enough information to form a judgment
- 1. Far below expectations – needs much improvement, a concern
- 2. Below expectations – needs some improvement to meet standards
- 3. Acceptable – meets standards at average level for interns
- 4. Above expectations – performs above average level for interns
- 5. Far above expectations – a definite strength, performs well beyond average level for interns.

### **Basic Work Requirements**

- \_\_\_\_\_ Arrives on time consistently.
- \_\_\_\_\_ Uses time effectively.
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences.
- \_\_\_\_\_ Reliably completes requested assigned tasks on time.
- \_\_\_\_\_ Completes required total number of hours or days on site.
- \_\_\_\_\_ Is responsive to norms about clothing, language, relationship with other staff, etc.

Comments:

Suggested areas for further study:

### **Ethical Awareness and Conduct**

- \_\_\_\_\_ Knowledge of general ethical guidelines.
- \_\_\_\_\_ Knowledge of ethical guidelines of internship placement.
- \_\_\_\_\_ Demonstrates awareness and sensitivity to ethical issues.
- \_\_\_\_\_ Personal behavior is consistent with ethical guidelines.
- \_\_\_\_\_ Consults with others about ethical issues is necessary.

Comments:

Suggested areas for further study:

**Knowledge and Learning**

- Knowledge of student client population.
  - \_\_\_\_\_ Knowledge level of student client population at beginning of internship.
  - \_\_\_\_\_ Knowledge level of student client population at end of internship.
  
- Knowledge of Counseling Approaches
  - \_\_\_\_\_ Knowledge of appropriate counseling approaches for student population at beginning of internship.
  - \_\_\_\_\_ Knowledge of appropriate counseling approaches for student population at end of internship.
  - \_\_\_\_\_ Knowledge of appropriate group counseling approaches for student population at beginning of internship.
  - \_\_\_\_\_ Knowledge of appropriate group counseling approaches for student population at end of internship.
  - \_\_\_\_\_ Knowledge of appropriate classroom guidance approaches for student population at beginning of internship.
  - \_\_\_\_\_ Knowledge of appropriate classroom guidance approaches for student population at end of internship.
  
- Knowledge of School Setting
  - \_\_\_\_\_ Knowledge of school setting at beginning of internship.
  - \_\_\_\_\_ Knowledge of school setting at end of internship.
  
- Learning
  - \_\_\_\_\_ Receptive to learning when new information is offered.
  - \_\_\_\_\_ Actively seeks new information from staff or supervisor.
  - \_\_\_\_\_ Ability to learn and understand new information.
  - \_\_\_\_\_ Understanding of concepts, theory to practice, and information.
  - \_\_\_\_\_ Ability to apply new information in a counseling setting.
  - \_\_\_\_\_ Ability to apply new information appropriately within the school system.

Comments:

Suggested areas for further study:

**Responses to Supervision**

- \_\_\_\_\_ Actively seeks supervision when necessary.
- \_\_\_\_\_ Receptive to feedback and suggestions from supervisor.
- \_\_\_\_\_ Understands information communicated in supervision.
- \_\_\_\_\_ Successfully implements suggestions from supervisor.
- \_\_\_\_\_ Aware of areas that need improvement.
- \_\_\_\_\_ Willingness to explore personal strengths and weaknesses.

Comments:

Suggested areas for further study:

**Interactions with Students**

- \_\_\_\_\_ Appears comfortable interacting with students.
- \_\_\_\_\_ Initiates interactions with students.
- \_\_\_\_\_ Communicates effectively with students.

- \_\_\_\_\_ Builds rapport and respect with students.
- \_\_\_\_\_ Is sensitive and responsive to student's needs.
- \_\_\_\_\_ Is sensitive to cultural differences.
- \_\_\_\_\_ Is sensitive to issues of gender differences.

Comments:

Suggested areas for further study:

**Interactions with Coworkers and School Staff**

- \_\_\_\_\_ Appears comfortable interacting with other staff members (e.g., faculty and administrators).
- \_\_\_\_\_ Initiates appropriate interactions with staff.
- \_\_\_\_\_ Communicates effectively with staff.
- \_\_\_\_\_ Effectively conveys information and expresses own opinion.
- \_\_\_\_\_ Effectively receives information and opinions from others.

Comments:

Suggested areas for further study:

**Work Products**

- \_\_\_\_\_ Reliably and accurately keeps records.
- \_\_\_\_\_ Written or verbal reports are accurate and factually correct.
- \_\_\_\_\_ Written or verbal reports are presented in a professional manner.
- \_\_\_\_\_ Reports are clinically or administratively useful.

Comments:

Suggested areas for further study:

**Overall, what would you identify as this intern's strong points?**

**What would you identify as areas in which this intern should improve?**

**Would you recommend this intern for employment at his or her present level?  
Please explain.**

**Supervisor's Signature and Date:**

\_\_\_\_\_

**THANK YOU FOR YOUR TIME IN SUPERVISING THIS INTERN AND  
COMPLETING THIS EVALUTION!!!**



## **INTERN EVALUATION: INTERN FORM**

**Intern:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Instructions.** Your supervisor will be asked to complete an evaluation form designed to help you assess your performance during your internship. In order to help you assess your own performance, this form is provided. It is essentially identical to the one given to your supervisor. The form usually takes just five or ten minutes to complete. The form will become part of your record for this course and will be considered in your final internship evaluation. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

### **Answer code for evaluation items and questions**

- NA Not applicable or not enough information to form a judgment
- 6. Far below expectations – needs much improvement, a concern
- 7. Below expectations – needs some improvement to meet standards
- 8. Acceptable – meets standards at average level for interns
- 9. Above expectations – performs above average level for interns
- 10. Far above expectations – a definite strength, performs well beyond average level for interns.

### **Basic Work Requirements**

- \_\_\_\_\_ Arrives on time consistently.
- \_\_\_\_\_ Uses time effectively.
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences.
- \_\_\_\_\_ Reliably completes requested assigned tasks on time.
- \_\_\_\_\_ Completes required total number of hours or days on site.
- \_\_\_\_\_ Is responsive to norms about clothing, language, relationship with other staff, etc.

Comments:

Suggested areas for further study:

### **Ethical Awareness and Conduct**

- \_\_\_\_\_ Knowledge of general ethical guidelines.
- \_\_\_\_\_ Knowledge of ethical guidelines of internship placement.
- \_\_\_\_\_ Demonstrates awareness and sensitivity to ethical issues.
- \_\_\_\_\_ Personal behavior is consistent with ethical guidelines.
- \_\_\_\_\_ Consults with others about ethical issues is necessary.

Comments:

Suggested areas for further study:

### **Knowledge and Learning**

- Knowledge of student client population.
- \_\_\_\_\_ Knowledge level of student client population at beginning of internship.

\_\_\_\_\_ Knowledge level of student client population at end of internship.

- Knowledge of Counseling Approaches

\_\_\_\_\_ Knowledge of appropriate counseling approaches for student population at beginning of internship.

\_\_\_\_\_ Knowledge of appropriate counseling approaches for student population at end of internship.

\_\_\_\_\_ Knowledge of appropriate group counseling approaches for student population at beginning of internship.

\_\_\_\_\_ Knowledge of appropriate group counseling approaches for student population at end of internship.

\_\_\_\_\_ Knowledge of appropriate classroom guidance approaches for student population at beginning of internship.

\_\_\_\_\_ Knowledge of appropriate classroom guidance approaches for student population at end of internship.

- Knowledge of School Setting

\_\_\_\_\_ Knowledge of school setting at beginning of internship.

\_\_\_\_\_ Knowledge of school setting at end of internship.

- Learning

\_\_\_\_\_ Receptive to learning when new information is offered.

\_\_\_\_\_ Actively seeks new information from staff or supervisor.

\_\_\_\_\_ Ability to learn and understand new information.

\_\_\_\_\_ Understanding of concepts, theory to practice, and information.

\_\_\_\_\_ Ability to apply new information in a counseling setting.

\_\_\_\_\_ Ability to apply new information appropriately within the school system.

Comments:

Suggested areas for further study:

### Responses to Supervision

\_\_\_\_\_ Actively seeks supervision when necessary.

\_\_\_\_\_ Receptive to feedback and suggestions from supervisor.

\_\_\_\_\_ Understands information communicated in supervision.

\_\_\_\_\_ Successfully implements suggestions from supervisor.

\_\_\_\_\_ Aware of areas that need improvement.

\_\_\_\_\_ Willingness to explore personal strengths and weaknesses.

Comments:

Suggested areas for further study:

### Interactions with Students

\_\_\_\_\_ Appears comfortable interacting with students.

\_\_\_\_\_ Initiates interactions with students.

\_\_\_\_\_ Communicates effectively with students.

\_\_\_\_\_ Builds rapport and respect with students.

\_\_\_\_\_ Is sensitive and responsive to student's needs.

\_\_\_\_\_ Is sensitive to cultural differences.

\_\_\_\_\_ Is sensitive to issues of gender differences.

Comments:

Suggested areas for further study:

**Interactions with Coworkers and School Staff**

- \_\_\_\_\_ Appears comfortable interacting with other staff members (e.g., faculty and administrators).
- \_\_\_\_\_ Initiates appropriate interactions with staff.
- \_\_\_\_\_ Communicates effectively with staff.
- \_\_\_\_\_ Effectively conveys information and expresses own opinion.
- \_\_\_\_\_ Effectively receives information and opinions from others.

Comments:

Suggested areas for further study:

**Work Products**

- \_\_\_\_\_ Reliably and accurately keeps records.
- \_\_\_\_\_ Written or verbal reports are accurate and factually correct.
- \_\_\_\_\_ Written or verbal reports are presented in a professional manner.
- \_\_\_\_\_ Reports are clinically or administratively useful.

Comments:

Suggested areas for further study:

:

**Overall, what would you identify as your strong points?**

**What would you identify as areas in which you should improve?**

**In what ways are you ready for employment at your present level? Please explain.**

**Intern's Signature and Date:**

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**SCHOOL COUNSELING INTERNSHIP SITE EVALUATION**

School Counseling Intern's Name: \_\_\_\_\_

Semester of Internship: \_\_\_\_\_

Internship School Name: \_\_\_\_\_

Internship School Address: \_\_\_\_\_

Name, Address and Phone Number of School Contact Person:

\_\_\_\_\_  
\_\_\_\_\_

Name, Address and Phone number of School Counselor Supervisor

\_\_\_\_\_  
\_\_\_\_\_**ENVIRONMENT/CLIMATE****Check the appropriate blank**

1. During which week of this term did you first have 40 % of your total hours result in direct contact time? (Check the one that applies):

\_\_\_\_\_ first      \_\_\_\_\_ second      \_\_\_\_\_ third      \_\_\_\_\_ fourth      \_\_\_\_\_ fifth  
 \_\_\_\_\_ sixth week or later      \_\_\_\_\_ I never had 40 % direct contact time

2. Types of client problems with which you worked this semester (check all that apply):

\_\_\_\_\_ academic concerns (e.g., progress in classes, homework)  
 \_\_\_\_\_ scheduling placement  
 \_\_\_\_\_ graduation issues  
 \_\_\_\_\_ transition planning (to new school or post high school)  
 \_\_\_\_\_ transfer issues for incoming new students  
 \_\_\_\_\_ standardized testing  
 \_\_\_\_\_ individual testing and appraisal  
 \_\_\_\_\_ interpreting testing  
 \_\_\_\_\_ career planning  
 \_\_\_\_\_ peer conflict  
 \_\_\_\_\_ conflict/misunderstanding with a teacher  
 \_\_\_\_\_ boyfriend/girlfriend issues  
 \_\_\_\_\_ other social relationship problems \_\_\_\_\_  
 \_\_\_\_\_ issues related to parents  
 \_\_\_\_\_ special needs student issues (IEP's, staffing/multi-disciplinary team)  
 \_\_\_\_\_ behavior problems within school and/or classroom  
 \_\_\_\_\_ anger/conflict management and resolution problems  
 \_\_\_\_\_ anxiety disorders

- depression issues
  - eating disorders
  - substance abuse
  - legal issues
  - self-esteem/self-worth issues
- 

3. Formats in which you provided a MAJOR portion of counseling activities this semester (check all that apply)

- individual
- group
- classroom
- family/parents
- consultation (with teachers, other school personnel)
- other (please describe briefly)

4. Formats in which you provided a MINOR portion of counseling activities this semester (check all that apply)

- individual
- group
- classroom
- family/parents
- consultation (with teachers, other school personnel)
- other (please describe briefly)

5. Age/grade group(s) of students with which you provided a MAJOR portion of counseling this semester.

6. Age/grade group(s) of students with which you provided a MINOR portion of counseling this semester

---

Circle the appropriate number	Seldom True	Often True	Usually True	Not Applicable
This school counseling department has a professional atmosphere				
The school counseling department staff is supportive of the intern's work.				
Other school staff and faculty are supportive of the intern's work.				
Interns are treated respectfully by the staff				
The general climate of the site provides a climate of trust and openness.				
There is a broad range of students for interns to work with at this school.				
The students treat interns respectfully.				
The intern feels the school staff supports intern involvement at this school.				
The intern feels the administration supports the training program.				
The intern feels there is camaraderie among staff at the site.				
Staff members act professionally and ethically toward students.				
School counseling staff members act professionally and ethically toward interns.				
School counseling staff members act professionally and ethically toward each other.				

***Comments or recommendations on environment/climate***

**SUPERVISION**

*Check the most appropriate response*

- How often did you meet with the field supervisor who was PRIMARILY responsible for providing you with one-to-one supervision?
    - \_\_\_\_\_ I did not have one-to-one supervision
    - \_\_\_\_\_ We met for less than one hour per week
    - \_\_\_\_\_ We met for approximately one hour per week
    - \_\_\_\_\_ We met for more than one hour per week
-

2. Overall quality of supervision with the field supervisor PRIMARILY responsible for providing you with one-to-one supervision.

- \_\_\_\_\_ Poor
- \_\_\_\_\_ Adequate
- \_\_\_\_\_ Good
- \_\_\_\_\_ Excellent

***Comments or recommendations on supervision***

**COMMUNICATION**

Circle the appropriate number	Seldom True	Often True	Usually True	Not Applicable
The school counseling staff provides opportunities for relevant feedback in a positive manner				
The school counseling staff attempts to enhance the intern's personal and professional growth.				
The school counseling staff is sensitive to the intern's emotional/experiential state(s) and current personal personal/professional development.				
School counseling staff conflicts are discussed in an open, non-threatening manner				
The amount of service expect by the internship site school counseling staff was the same as the amount the intern contracted to provide.				

***Comments or recommendations on communication:***

**SUMMARY**

**Describe the overall quality of your internship experience**

---

## **AMERICAN SCHOOL COUNSELING ASSOCIATION POSITION STATEMENT**

### **The Professional School Counselor And Confidentiality**

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002, 2008)

#### **American School Counselor Association (ASCA) Position**

Professional school counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the legal and inherent rights of parents or guardians to be the guiding voice in their children's lives.

#### **The Rationale**

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. A student who has a counseling relationship with a professional school counselor has the right to privacy and confidentiality. ASCA recognizes that counseling relationships require an atmosphere of trust and confidence between students and counselors. Exceptions to confidentiality exist, and students should be informed that situations exist in which school counselors must inform others of information learned in counseling relationships in order to protect students themselves or others.

ASCA members affirm their belief in the individual's worth and dignity. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

Privileged communication is a legal term that means a federal or state statute is in place granting privilege to a counseling relationship between a professional school counselor and a student. If privilege exists, a professional school counselor cannot be forced to disclose information revealed in a counseling relationship in a court of law unless specific exceptions to privilege exist. In some states, statutes grant privilege to counseling relationships between professional school counselors and students.

#### **The Professional School Counselor's Role**

Counselors have a responsibility to protect private information received through confidential relationships with students and private information they receive about students from parents or guardians, professionals outside of schools and other school staff members. Professional school counselors inform students of the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.

Additional exceptions to keeping private information gained in counseling relationships with students include disclosing information to parents, guardians or others when school counselors determine that students may be at risk for harming self or others. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students. Professional school counselors consult with appropriate professionals when in doubt as to the validity of an exception and for the benefit of the students they counsel.

Professional school counselors keep records of their counseling relationships separate from academic records and do not disclose the contents of their counseling records except when privacy exceptions exist.

When professional school counselors receive court orders that they believe might lead to the disclosure of private information they gained in counseling relationships with students, they should request legal advice from their supervisors and should follow the legal advice provided to them.



When professional school counselors are asked in legal proceedings to disclose information they consider private when no exceptions to privacy appear to exist, they should assert their belief that information is confidential and should not be revealed without the student's consent. School counselors follow judge's orders when in court; even if they believe they are being ordered to disclose confidential information.

### **Summary**

Counseling relationships require an atmosphere of trust and confidence between students and their professional school counselors. A student has the right to privacy and confidentiality. Students should be informed that exceptions to confidentiality exist in which counselors must inform others of information they learned in counseling relationships in order to protect students themselves or others.

### **References**

Cottone, R. R., & Tarvydas, V. M. (2007). *Counseling Ethics and Decision Making*. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.

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Isaacs, M. L., & Stone, C. (1999). School counselors and confidentiality: Factors affecting professional choices. *Professional School Counseling*, 2, 258-266.

Merlone, L. (2005). Record keeping and the school counselor. *Professional School Counseling*, 8, 372-376.

## **COMMUNICATION TIPS: DEALING WITH LOW GRADES**

### **COMMUNICATION TIPS FOR EVERYONE**

**WHEN A LOW GRADE SHOWS UP...**on an interim Warning notice or a Progress Report, parents or teachers can become anxious about the problem and resort to blaming, scolding, or "grounding" --- which may not result in improvement.

It might be more effective to have a discussion in which the adults recognize the youngster's own disappointment and where together they work out a plan of action for improvement. (It is important to remember that it is the *student's* responsibility to take the lead in diagnosing the problem, suggesting solutions, and working the situation through. Here are some questions work discussing with your youngster---and some brief reasons for asking each:

"What seems to be the problem as you see it?"

(The answer may surprise you. It could be an excuse or the truth).

"Why are you taking this course?"

(Requirement for graduation? For college? For a job? Let *him/her* say it!)

"Do you plan to take the next course in this area next year?"

(Most sequential courses depend on success in the previous course; the course may already be scheduled.)

"What steps have you *already* taken to improve the situation?"

(If answers sound like "put-ons," note that most youngsters are slow to take action.)

"How is the rest of school going at this point?"

(A chance to relax by discussing happier situations.)

"Are you involved in any activities?" or "How are your activities going?"

(Some school involvement generally means better grades!)

"Does the way you spend time after school affect this problem in any way?"

(Some relaxation is needed, but "goofing off instead of homework...")

"What do YOU think might be some good courses of action?"

(The burden of coming up with solutions should be shouldered in part by the youngster.)

"What are the good points and bad points of your plans for action?"

(Some cures are worse than the disease!)

"What can we agree are the *best* steps to take *now* to attack the problem?"

(The steps should be mutually acceptable to all concerned and must represent a *firm* program of change).

"How soon (number of days!) should I call the teacher/parent to see if your plan of action is in fact correcting the situation?"

(Follow-through on the agreements is the whole point; improvement must be *made*, not just talked about)

When a student's own attempts to correct a course problem have not produced the hoped-for results, the teacher and parent should be in direct contact in order to explore other avenues.

---Adapted from Hitchner, K. W., Tift-Hitchner, A. & Apostol, E. A. (1991). School Counselor's Letter Book. West Nyack, NY: Center for Applied Research in Education.

**9<sup>th</sup> GRADE CONFERENCE DATA SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

***Analysis of Educational Progress***

- Review of marking period progress reports
- Review of final grades last year
- Self-assessment
  - Educational strength area(s)
  - Educational enjoyment area(s)

***Counselor Notes (Present)***

- School Involvement
- Community Involvement
- Travel History
- Honors and Awards Received
- Hobbies/Interests
- Extraordinary Experiences
- Values: What's important to you now?

***Counselor Notes (Future)***

- Educational Goals
- Occupational Goals
- Values: What's important to you in the future?

***Adjustment to High School***

- How smooth a transition?
- How can the school help in the transition?

---Adapted from Hitchner, K. W., Tift-Hitchner, A. & Apostol, E. A. (1991). School Counselor's Letter Book. West Nyack, NY: Center for Applied Research in Education.

**SOPHOMORE GRADE CONFERENCE DATA SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

***Analysis of Educational Progress***

- Review of marking period progress reports
- Review of 9<sup>th</sup> grade transcript
- Self-assessment
  - Educational strength area(s)
  - Educational enjoyment area(s)

***Counselor Notes (Present)***

- School Involvement
- Community Involvement
- Travel History (update)
- Additional Honors and Awards
- Hobbies/Interests
- Extraordinary Experiences
- Employment History
- Values: What's important to you now?

***Counselor Notes (Future)***

- Educational Goals
- Occupational Goals
- Values: What's important to you in the future?

## **JUNIOR CONFERENCE DATA SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### ***Analysis of Educational Progress***

Academic Units: Jr. \_\_\_\_\_ Sr. \_\_\_\_\_ Total Credits: Jr. \_\_\_\_\_ Sr. \_\_\_\_\_

Class Rank      GPA              % ile

PSAT

SAT

Family: Single Parent    Yes    No              # of Siblings                              In college?

Comments

### ***Employment Plans/Goals***

Tentative Occupation

Related work experience

Posthigh school goals

### ***College Selection Criteria***

Geographic Location

College characteristics (location, size, type)

Possible Major

Possible Occupation

Financial Aid Information

Tentative College Choices

## **SENIOR CONFERENCE DATA SHEET**

The purposes of the senior conference include:

1. Review transcript, including graduation-required credits and coursework, GPA and class rank data, and college admission test scores
2. Further counsel the student in the process of selecting and applying to postsecondary educational institutions
3. Further counsel students who have made other choices besides college.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### ***Analysis of Educational Progress***

Academic Units: Jr. \_\_\_\_\_ Sr. \_\_\_\_\_ Total Credits: Jr. \_\_\_\_\_ Sr. \_\_\_\_\_

Class Rank      GPA                      % ile

PSAT

SAT

Comments/Notes:

#### Session Outline

1. Assess where student is in the postsecondary planning process.
2. Decide method(s) to be used to help meet needed objectives.
3. Assess any personal/social issues compounding posthigh school decision-making.
4. Students raise any concerns or questions.

---Adapted from Hitchner, K. W., Tift-Hitchner, A. & Apostol, E. A. (1991). School Counselor's Letter Book. West Nyack, NY: Center for Applied Research in Education.

### STUDENT SELF-MONITORING

Name: \_\_\_\_\_

#### *Things that I began but didn't complete*

**Directions:** For the next several days, list the things you were not able to complete and explain why. This exercise could help you explain your behavior so that you can accomplish more things.

Date	<i>What I didn't complete</i>	<i>Why I didn't complete it</i>
<b>IN SCHOOL</b>		
<b>OUT OF SCHOOL</b>		

## **PORTFOLIO ADDITIONS DURING INTERNSHIP**

Portfolios are collection of material from courses and other experience during your academic coursework and field learning opportunities (Mellott, Arden, & Cho, 1997). A common practice is to organize a portfolio into different sections based either on classes (with a different section for each group of classes) or by type of material (papers, evaluations, honors or awards, professional development activities, certificates, letters of recommendations).

As you accumulate counseling experience, you will also want to keep track of such things as the number of hours spent in various settings: types and hours spent in different comprehensive school counseling program activities, numbers and kind of student clients seen, intervention techniques used, hours and nature of supervision. If you have written any interview, assessment, or other reports, documentation of these will also be helpful (Mellott et al., 1997).

By starting a portfolio early in your studies and training you will accumulate a ready and organized record throughout your career. Unlike students who can only report a grade point average and courses taken, you will have real, tangible evidence of your professional development. This is a tremendous advantage to you and will help potential internship sites and employers have a much fuller and more accurate appreciation of your qualifications. As an additional benefit, the kinds of information you store in your portfolio will also be helpful when you apply for certification or licensure.

Mellott, R. N., Arden, I. A. & Cho, M. E. (1997). Preparing for internship: Tips for the prospective applicant. Professional Psychology: Research and Practice, 28, 190-196.

---Adapted from Baird, B. N. (1999). The internship, practicum, and field placement handbook: A guide for the helping professions. Upper Saddle River, NJ: Prentice-Hall.



## **PROFESSIONAL COUNSELOR PORTFOLIO**

A requirement for Counseling Program Master's Degree Students

Department of Counseling and Human Services

### I. Introduction

- A professional counselor portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counselor's work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the professional counselor's development.
- The development of the professional counselor portfolio begins as the graduate student enters a counseling program, and continues throughout his/her program of study.
- A session will be held with all graduate students during their first semester of coursework to review the process of portfolio preparation.

### II. Statement of Purpose: The portfolio will be developed in an ongoing manner throughout the graduate counseling program, and is used periodically as a tool for reflection, evaluation, and feedback. The overall purpose is to collect and combine examples of experience and mastery with reflection on their meaning or significance. The process of developing a professional counselor portfolio has several purposes:

- A. Portfolio development is designed to facilitate a thoughtful and intentional entrance into graduate studies. As students begin preparation in a professional career, it is important that they actively engage in each step of their learning. Reviewing one's strengths and "growing edges", setting goals for needed learning, pursuing a learning strategy, and regular evaluation of progress are all important steps in engaging with the learning process at the graduate level. Developing a portfolio is a vehicle for this engagement.
- B. The process of portfolio development also provides opportunities for regular faculty evaluation and feedback for each student in a manner which includes dialogue between faculty member and counseling student. Ongoing preparation for a profession is best accomplished with the guidance of professionals who can serve in the roles of consultant, teacher, mentor, and supervisor. Active dialogue enables the student to shape and modify his/her learning with attention to personal needs and professional requirements. The portfolio development process provides for dialogue and feedback throughout the course of study.
- C. Successful completion of the assessment components of the portfolio process serves as "marker events" in the course of graduate study.
- D. The portfolio assists with the professional counselor's job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.
- E. These purposes reflect the development of a student's portfolio as a process. Counseling program requirements focus elements of the portfolio into a coherent process that (1) facilitates students' intentional shaping of their learning, (2) provides for regular faculty feedback, (3) serves as "marker events" in the course of graduate studies, and (4) provides a format for presentation of professional qualifications.

### III. Portfolio Structure

Physically, a portfolio should be a well-organized, attractive presentation of professional materials. Typically it is organized in a three-ring binder with tabs, table of contents, etc

A guiding principle in deciding on entries is to ask "What will be added to the description of my knowledge, skills, and character by adding this entry?" A second guideline is to think about the primary message you want to convey via your portfolio and to ask "Have I selected the entries which most accurately and completely demonstrate my message?" Be sure to include experiences and learning that occur outside the formal academic program, such as participation in volunteer activities.

Each entry should be accompanied by a reflective statement, which might consist of a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing reflective statements, ask "What did I do? What does it mean? How did I come to be this way? How might I do things differently? and, What have I learned?" The entry is then made meaningful and placed in the context within which a student wants it to be understood.

The content of the portfolio is largely left to you. Some components are required as a part of the portfolio assessment process (see Section IV below). Other considerations for entries could include:

- 1) Professional orientation and background information:
  - 2) professional resume
  - 3) statement of philosophy of counseling (and perhaps education for those in school counseling)
  - 4) statement of professional goals
  - 5) professional development activities (e.g., conferences and workshops attended)
  - 6) evaluations/feedback received from supervisors
- B. Skill/content mastery:
- 1) reproductions or representations of activities, such as videotapes or journals
  - 2) papers, projects, independent study or research
  - 3) program designs, publications, presentations
  - 4) evidence related to a specific area of focus within counseling
- C. Organization and management:
- 1) analysis of interpersonal professional relationships
  - 2) examples of problem-solving strategies used with a real problem
  - 3) other relevant experiences not discussed elsewhere.
- IV. Portfolio Assessment Process: Selected elements of the counselor's portfolio will be completed during a specific time frame over the course of graduate study. These components will be evaluated by counseling faculty with feedback given to students.
- A. **Statement of Professional Preparation and Goals**  
**Time frame: Conclusion of the first semester of study**
- Compose a Statement of Professional Preparation and Goals that outlines how you intend to utilize the counseling degree, and how you intend to gain the competencies necessary to fulfill the program objectives of your counseling program.
  - Consult the published objectives of your program (see specific program sections of the Program Manual and the Fitness for Profession Document), and evaluate the strengths and growing edges you bring to graduate study, and construct a concrete action plan for graduate study including proposed course selections over a set time frame. The statement should also include a plan for other learning and professional experiences that you intend to pursue as part of your overall preparation: e.g., professional memberships, credentialing requirements, ongoing professional

development outside the classroom, research involvement, areas of interest you may pursue in research papers, reading, etc.

- This Statement should be reviewed with a faculty mentor and/or the instructor of your Professional Issues course, with one faculty member "signing off" on the document (see attached form).

**B. Pre-practicum Submission of Professional Counselor Portfolio**

**Time frame: Review of portfolio with faculty member by October 1 or March 1 of the semester prior to practicum.** Your professional counselor portfolio will be submitted prior to registering for the practicum course. Elements of the portfolio at this stage of preparation include:

- 1) What you have done
  - a) courses taken and grades
  - b) professional development activities (e.g., workshops/conferences attended, professional memberships, journals read regularly)
  - c) research involvements
  - d) listing of topics of major papers written in connection with coursework.
- 2) Self-evaluation
  - a) Revised statement of professional preparation/goals and review of progress in realizing previous goals (reference previously written Statement of Professional Preparation/Goals)
  - b) Re-assess strengths, growing edges, continuing needs, and continuing goals
  - c) Plan of action
- 3) Documentation
  - a) writing sample, a copy of one of your best papers written thus far.
  - b) workshop/conference brochures from gatherings you attended or presented.
  - c) copy of supporting materials verifying membership in professional organizations, subscriptions to professional journals, participation in other related professional activities.

Two copies of your portfolio will be submitted to your mentor or Program Director, who will review the portfolio with you (see attached form).

The portfolio will also be reviewed by a second faculty member selected by the counseling program faculty. Thus, your portfolio will be reviewed by two members of the graduate counseling faculty. This team will make a recommendation regarding your readiness for practicum to Department Chair. Reaction and/or reflection to feedback received during this process is an appropriate future entry in the portfolio.

**C. Comprehensive Examination Component of the Portfolio**

**Time frame: November 8 or April 8 prior to completion of the counseling practicum course (i.e., COUN 590, 591, 592, or 593).** While enrolled in the counseling practicum course, add a written reflection on your growth to your portfolio in partial fulfillment of requirements for the Comprehensive Examination in the Counseling Programs (see attached form). This reflection should discuss growth and gains toward achieving the program objectives of your counseling program (program objectives are enumerated in the specific program sections of the Program Manual). After briefly reviewing each program objective, for this written reflection:

- 1) Select three (3) objectives of your choice that you feel are your strengths at this time, and answer the following for each objective:
  - a) What have you learned in this area?

- b) What learning experiences were particularly meaningful?
- c) Which of the competencies, experiences, and skills relative to this objective do you consider most valuable?
- d) In what settings have you used and do you plan to use this objective.

Note: Maximum 1-2 pages for each objective.

- 2) Select three (3) additional objectives of your choice that you feel are your weaknesses at this time, and answer the following for each objective:
  - a) What have you learned in this area?
  - b) What additional information do you need to increase your competence in this area?
  - c) Briefly outline a plan to achieve your desired competency level.

Note: Maximum 1-2 pages for each objective.

**Submission of Professional Counselor Portfolio for Completion of Internship**  
**Time frame: November 8 or April 8 prior to the end of the counseling internship course (i.e., COUN 595, 596, 597, or 598).** While enrolled in the counseling internship course, submit your professional counselor portfolio for final review and feedback from faculty. Development of the portfolio during internship typically involves reviewing the formative process that you have undergone during your graduate program and recording significant events and learning that occur during the internship. Other primary components of this portfolio update include a revision of items previously discussed in portfolio and inclusion of entries deemed appropriate for use in the job search process or summarizing your role as a professional counselor (e.g., a formal resume).

Your professional counselor portfolio will be submitted to your internship instructor (see attached form). It will also be reviewed by your Program Director.

## ***FIVE CRITICAL JOB INTERVIEW BEHAVIORS***

It may be helpful to practice the suggestions under each of the five behavioral categories prior to the interview.

### 1. Ability to Describe Skills

Use at least three statements to support job choices. Describe work skills, using appropriate terminology. Supply information about skills early in the interview. Respond to vague or challenging questions by calmly citing skills and abilities.

### 2. Ability to Answer Problem Questions

Explain answers to questions on applications. Respond in depth to potential employer regarding “negatives”.

### 3. Appropriate Appearance and Mannerisms

Be neat and clean, wearing clothes similar to those worn by people who do similar work. Maintain good eye contact and refrain from exhibiting nervous mannerisms.

### 4. Enthusiasm for Work

State sometime during the interview that you want to work. Indicate desire by asking appropriate questions.

### 5. Opening and Closing

Walk in and out of interview situation confidently. Have a firm hand shake. Ask specific questions and use a “call back” closing (e.g., May I call you in a week to follow-up on today’s conversation?).

**WHAT EMPLOYERS LOOK FOR  
DURING AN INTERVIEW  
(School Principals, Directors of Counseling, Superintendents)**

8. Indications of positive, healthy attitudes
9. Signs of reliance and initiative
10. Indications of the school counseling intern applicant's intelligence in paperwork submitted
11. Educational background
12. Appearance and quality of paperwork submitted
13. The nature of the school counseling intern applicant's replies
14. The school counseling intern applicant's work history

**COMMON INTERVIEW QUESTIONS**

1. What would constitute fulfilling your ideal, long range plans?
2. What reasons do you have for wanting to work at our school?
3. How did you select school counseling as your occupation?
4. Could you tell me a little bit about what you know about our school (school district)?
5. What qualifications do you have that make you feel you will be successful in your field?
6. What counseling experiences have you had?
7. What was the highlight of your internship experience?
8. What is your expectation of a comprehensive school counseling program?
9. What are your expectations of supervision? What type of supervisor style do you prefer?
10. What have you done to grow as a professional school counselor?
11. Are you involved in any professional organizations?
12. What are your plans for continued professional development?
13. What types of students have you worked with in the past?
14. What types of students are challenging for you to work with?
15. What are your special skills or abilities?
16. Tell me about your work history.
17. What skills have you acquired from the positions you have had?
18. What are your major strengths/weaknesses?
19. What have you done to grow within the school counseling profession since graduating?
20. What jobs have you enjoyed the most? Least? Why?
21. Which specific courses have you taken that you feel have prepared you for this particular position?
22. Geographically, why is it your preference to work in this area?
23. If you are the person we select, how soon could you begin working for us?
24. Describe yourself as a person.
25. Could you tell me (us) about two or three of your major accomplishments in life, and why you view them as such?
26. How did you get your last job?
27. How did you get along with your former supervisor? Co-workers?
28. Do you have any experiences working with special needs students?
29. How well do you work under pressure, tension?
30. Are you aware of confidentiality laws and procedures?
31. Are you aware of special education laws and procedures?
32. What is your past work attendance record?
33. Are there questions that you would like to ask of me (us)?

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