

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 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 Counselor Association's Code of Ethics and the National Standards for Comprehensive School Counseling Programs.

SCHOOL COUNSELING PROFESSION

According to the American School Counselor Association, the professional school counselor addresses the needs of students through the implementation of an accountable, comprehensive, developmental, school counseling program. Their work is differentiated by attention to age-specific needs, tasks, and student interests. 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.

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. (ASCA, 2009).

CURRICULA

The School Counseling Program is a 48-credit curriculum leading to the Master of Science degree. The curricula are divided into three areas or sequences: School Counseling Core; Counseling Practice; and Foundations of Professional Counseling. In addition, a student must satisfactorily complete his or her Professional Counselor Portfolio during the internship course.



Elementary and Secondary School Counseling
Curriculum Planning Guide

STUDENT _____ SEMESTER STARTED _____
PROJECTED GRADUATION DATE _____
ACCEPTANCE STATUS _____
ACCEPTANCE CONDITIONS _____
CPCE ELIGIBLE _____

School Counseling Core [21 Credits Required]

<u>Course #</u>	<u>Course Title</u>	<u>Planned</u>	<u>Taken</u>	<u>Grade</u>	<u>Credits</u>	<u>CPCE</u>
_____ COUN 530	Professional Issues: School Counseling	_____	_____	_____	3	_____
_____ COUN 533	School Counseling Program Planning	_____	_____	_____	3	_____
_____ COUN 535	School Counseling Research & Accountability	_____	_____	_____	3	_____
_____ COUN 536	Appraisal Techniques for School Counselors	_____	_____	_____	3	_____
_____ COUN 537	College and Career Readiness	_____	_____	_____	3	_____
_____ COUN 538	Systemic Leadership and Advocacy	_____	_____	_____	3	_____
_____ COUN 539	Coordination and Collaboration	_____	_____	_____	3	_____

Counseling Practice Sequence [12-15 Credits Required]

_____ COUN 501	Counseling and Interviewing Skills	_____	_____	_____	3	_____
_____ COUN 503	Group Process and Practice	_____	_____	_____	3	_____
_____ COUN 592	Practicum: School Counseling (100 hours)	_____	_____	_____	3	_____
_____ COUN 597	Internship: School Counseling (600 hours)	_____	_____	_____	3-6	_____

(Note: If internship is needed for two semesters to complete all internship requirements;

Students register each semester; thus, it becomes two 3-credit internships and students will complete 51 credits)

Foundations of Professional Counseling [15 Credits Required]

_____ COUN 502	Counseling Theories	_____	_____	_____	3	_____
_____ COUN 506	Social and Cultural Issues	_____	_____	_____	3	_____
_____ COUN 508	Lifespan Development	_____	_____	_____	3	_____
_____ COUN 511	Counseling Children	_____	_____	_____	3	_____
_____ COUN 570	Counseling Adolescents	_____	_____	_____	3	_____

Other [Including Transfer Credits]

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Total Credits (Must total at least 48): _____

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 18).
- ***Internship Experience Requirements*** (page 19). *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*** (pp. 35-36). *This section outlines a gradual progression of responsibilities that could potentially evolve over the course of the internship experience, depending on the intern's competencies.*
- ***Supervision Sections*** (pp. 38-43 and 75-78). *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:

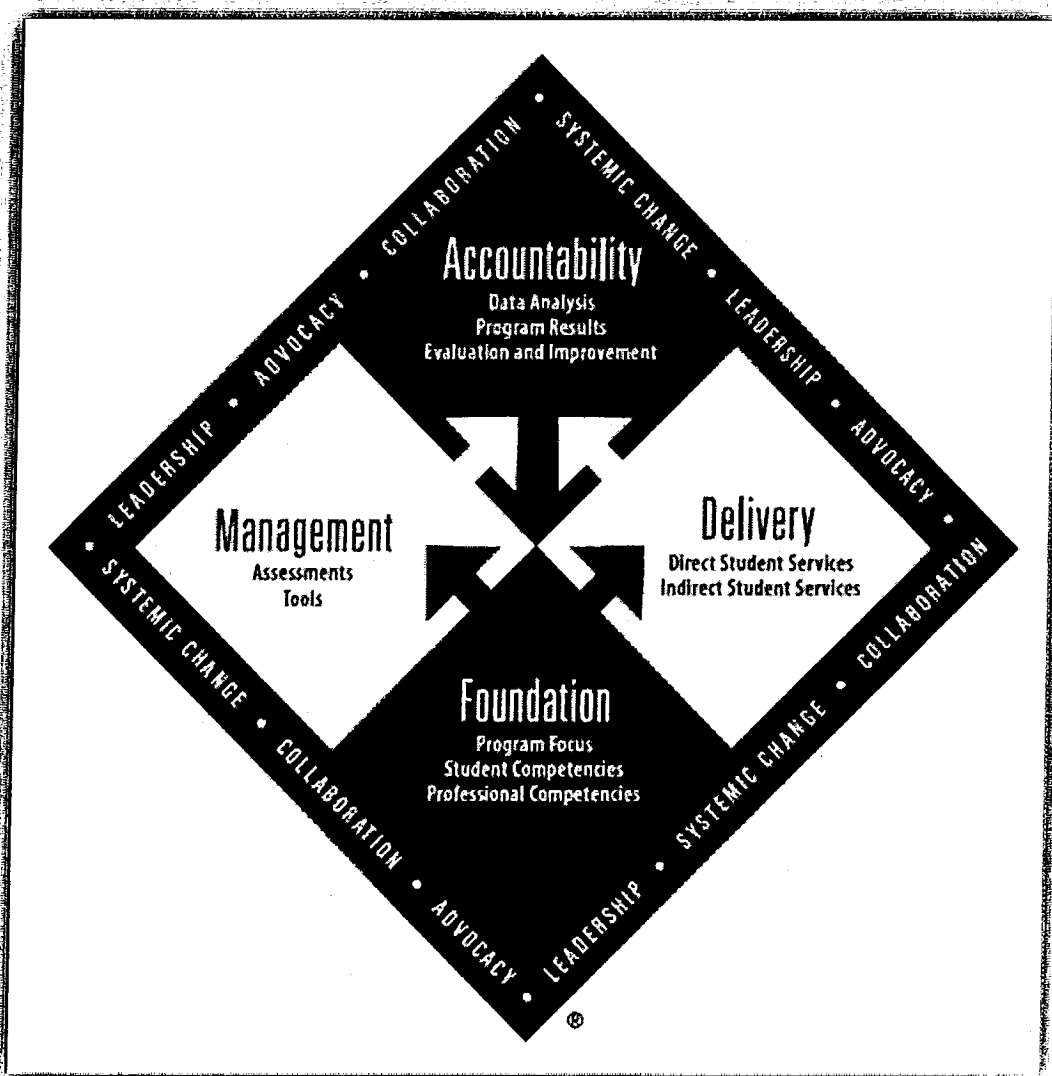
- ***Affiliation Agreement*** (pp. 22-28). *The University attorney developed this documentation so that the university's liability insurance will cover our student's internship activities. We only need one copy of this on file for each school district. If we do not have an Affiliation Agreement on file for your school district, it is the intern's responsibility to provide you with a copy for completion.*
- ***Intern Evaluation: Supervisor Forms*** (pp. 86-89). *An evaluation of the intern's progress needs to be completed at the conclusion of the semester. Please complete the **Intern Evaluation: Supervisor Form** (pp. 86-89 to summarize your evaluation and return it to the university supervisor.*

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

- ***School Counseling Curriculum*** (Elementary and Secondary School Counseling (page 3).
- ***Intern Assignment Form*** (pp. 20-21).
- ***Intern Goal Planning*** (pp. 29-32). *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 33). *It is the intern's responsibility to discuss ideas on this form with you, the site supervisor.*
- ***Intern Evaluation: Intern Form*** (pp. 90-92). *This parallels items on the evaluation form the supervisor completes and is completed for the last class session.*
- ***School Counseling Internship Site Evaluation*** (pp. 93-96). *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.*
- ***Professional Counselor Portfolio*** (pp. 99-103). *Students will complete their final Professional Counselor Portfolio at the conclusion of the internship experience. The purpose of this assignment is to prepare students for their transition into the profession.*

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

American School Counselor Association (ASCA) National Model (2012)



Relevant Websites:

ASCA- www.schoolcounselor.org

National Center for Transforming School Counseling (NCTSC)-

<http://www.edtrust.org/dc/tsc>

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. Program faculty maintain internship site evaluation documents from former students that can be used to gather important information about potential sites of interest. Please check with your program advisor or a School Counseling Program Director for access to these resources.

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 (1989) 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* (2nd 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 PreK-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 plan intervention accordingly, including multicultural backgrounds 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 complete an Affiliation Agreement for each school placement. The Affiliation Agreement describes the legal parameters of the internship experience. The Affiliation Agreement is completed, signed, and distributed for signature to the Dean of PCPS and returned 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 600 internship hours may involve more than one internship site.

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. Complete student intern evaluations for the School Counseling Program campus supervisor and share these evaluations with interns (inform program faculty if you do not desire to share evaluations with interns).
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 as needed to insure a positive internship experience for both supervisor and intern alike.
3. Review the evaluations submitted by the site supervisor, and insure that each school counseling intern receives appropriate 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
(A Copy Of This Form Is Required For Each Internship Placement)
INTERN DATA

Directions: Please submit this form to the Program Director who will route it to the appropriate personnel. This form needs to be completed in its entirety or it will be returned to you (Note there are 2 pages and supplemental documents that must be returned).

STUDENT 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 _____

Contact Person/Site Supervisor E-mail address _____

SITE SUPERVISOR CREDENTIALS

Academic degrees

Institution(s)

Graduation Date(s)

_____	_____	_____
_____	_____	_____
_____	_____	_____

Certifications/Licenses

Certificate/License #

Expiration Date

_____	_____	_____
_____	_____	_____

Professional Experiences

Dates

_____	_____
_____	_____

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. A copy of this document should be included in your Professional Counselor Portfolio.

ACADEMIC PREPARATION

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

**THE UNIVERSITY OF SCRANTON
AFFILIATION SITE AGREEMENT**

THIS AGREEMENT, effective the __th day of _____ 2016, is by and between The University of Scranton, a Pennsylvania non-profit corporation having its principal place of business at 800 Linden Street, Scranton, PA ("University") and _____ ("Facility"), with principal offices located _____.

WITNESSETH:

WHEREAS, the University is a fully accredited University that offers curricula leading to a baccalaureate and graduate degrees in various professional disciplines; and

WHEREAS, field experience is a required and/or an integral part of the above-mentioned disciplines; and

WHEREAS, the University, through the Panuska College of Professional Studies, desires to provide students with an enhanced educational experience by using the appropriate facilities and personnel offered by the Facility for the implementation of the field experience phase of the curriculum for its students; and

WHEREAS, the Facility desires to collaborate with the University to establish the educational objectives for the field experience, devise methods for their implementation and evaluate the effectiveness of each, and is willing to make its employees and premises available for such purposes.

NOW THEREFORE, in consideration of the mutual promises contained herein, the University and Facility, intending to be legally bound, agree as follows:

A. PURPOSE

The purpose of the Affiliation Site Agreement is to define the rules and responsibilities of the University and the Facility in the planning and implementation of the field experience. Both parties agree to cooperate in the implementation of the provisions described herein in order to attain a maximally effective experience that is beneficial to both parties. It is understood that the Facility shall retain authority and responsibility for all individuals under its care.

B. JOINT RESPONSIBILITIES

1. Neither party shall discriminate against any student on the basis of race, religion, color, sex, age, national origin, non-job related disability, sexual orientation or veteran status.

2. The University will be responsible for determining the schedule of student assignments. Such schedule and assignments shall be subject to the approval of the designated field experience education coordinator at the Facility. The University and Facility will mutually agree upon the number of students who will participate in each rotation.
3. Withdrawal of a student from an assignment may be requested by the Facility or the University. The party requesting such withdrawal shall notify the other in writing of the request and the reason(s) for the request. The student may return to the Facility only when and if the situation is resolved to the mutual satisfaction of the University and the Facility.
4. Each party will provide the other with relevant rules, regulations and procedures, including updates, which will be applicable to the field experience.
5. The University and the Facility will cooperate in the establishment of the field experience education objectives for the affiliation, the methods for their implementation and the evaluation of their effectiveness. The University and the Facility will maintain ongoing communication to coordinate the planning and assessment of this program.
6. Neither party will consider the student an employee or agent of the Facility, but rather a student in the field experience phase of his/her professional education at the University.
7. Both parties agree to comply with the provisions of the Family Education Rights and Privacy Act, 20 USC §1232 et seq. ("FERPA"). Any and all information provided by University and defined as an "education record" according to FERPA, or such information defined as "directory information" about which a student has elected to opt out of disclosure, is subject to FERPA's restrictions on use and re-disclosure by Facility and those acting on its behalf, as further set forth at 34 CFR 99 et seq.
8. Both parties agree that the clinical experience is an extension of the academic experience of the student(s) and that the work anticipated by this field experience constitutes a practical application of the material taught in the classroom.
9. The parties agree that the field experience is designed to benefit the student principally.
10. The parties agree that the student has not been guaranteed employment at the termination of the clinical experience by the facility. This is not to preclude the hiring of the student, but it is understood that this is not the expectation or quid pro quo of the field experience.

11. Both parties agree that the student is not entitled to wages.

C. RESPONSIBILITIES OF THE UNIVERSITY

1. The University shall be responsible for decisions regarding administration of the overall educational program, including student dismissal, curriculum philosophy, evaluation, admissions, graduation, faculty appointments, and compliance with educational standards established by the University and accrediting bodies.
2. The University will assign to the Facility only those students who have satisfactorily completed the required course of study and any prerequisites for the field experience at Facility, and who meet the Facility's standards of health and ability.
3. The University agrees to review the student's log of activities and time spent at the Facility.
4. The University agrees to establish and maintain regular and ongoing communication with the Facility's designated representative on any issues pertinent to the clinical experience.
5. The University will identify the Coordinator to act as a liaison between the University and Facility. The Coordinator will provide the Facility with all necessary information prior to and during the field experience and will plan appropriate visits, and consultation conferences, onsite if practicable, or via telecommunication. In addition, the Coordinator will be available to discuss any problems or answer any questions that may arise at the Facility.
6. The University will advise assigned students and faculty of their responsibilities under this Agreement and for compliance with all pertinent rules, policies, procedures and regulations of the Facility, including any applicable accreditation standards, required dress, hours of attendance and required departmental programs (including after-hours programs), as designated by Facility.
7. The University agrees to adhere to applicable standards set by regulatory agencies and as articulated by the Facility to the University. The University shall reasonably cooperate with Facility on any requests from regulatory agencies for additional information.
8. The University shall assign to the program those students, faculty and staff who are covered by the University's professional liability insurance

policy. The University agrees to furnish the Facility with evidence of such insurance upon Facility's request.

9. The University agrees to indemnify and hold harmless Facility, its agents and employees from and against claims, demands, actions settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities related to this Agreement to the extent that such claims, demands, actions, settlements or judgments are caused by the sole negligence, actions or omissions of the University, its agents, employees, or students.
10. The University will ensure that students and faculty are informed of their responsibilities to respect the confidentiality of Facility records.
11. If required, the University shall require students to maintain adequate health insurance throughout the clinical experience, proof of which shall be furnished to the Facility upon request.
12. The University shall require all students to remain current on all clearances as are required by Facility's policies and guidelines. University shall supply documentation of all clearances upon Facility's request.
13. The University acknowledges that the Facility, if a health care facility, has sole authority over clinical care and full discretion to remove immediately any student who Facility deems is not performing appropriately, is not fully complying with a rule, policy, procedure or practice of the Facility, or in anyway could jeopardize the delivery of health care services.

D. RESPONSIBILITIES OF THE FACILITY

1. The Facility will designate a supervisor to implement and plan the field experience and to interact with the University as mutually agreed.
2. The Facility will assist any student requiring emergency medical care in the case of injury or illness while on duty at the Facility. The cost for such treatment shall be borne by the student or his/her medical insurance, if applicable.
3. The Facility will allow access to a cafeteria and library to the extent Facility has such services and it is permitted by Facility's policies. Additionally, Facility will provide reasonable study and storage space, if practicable.
4. The Facility will provide the student with a copy of the Facility rules and pertinent regulations with which the student is expected to comply, and advise the University of any changes to those policies of the Facility which may affect the field experience.

5. The Facility will advise the University Coordinator at least mid-term when a student's placement changes or of any serious deficiency noted in the ability of the student to progress toward achievement of the stated objectives of the field experience. The Facility will immediately notify the University in writing of any situation, problem, or deficit that may affect a student's successful completion of the field experience.
6. The Facility will assist in evaluation of each assigned student's performance in the field experience, utilizing forms supplied by the University.
7. The Facility agrees and acknowledges that it has the right, exercised with the consent of the University, to terminate any field experience where the University student's health or performance is detrimental to the stated objectives of the field experience.
8. The Facility shall maintain appropriate comprehensive general liability and professional liability insurance. The Facility agrees to furnish the University with evidence of such insurance upon University's request.
9. The Facility agrees to indemnify and hold harmless the University, its agents and employees from and against any and all claims, demands, actions, settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements, or judgments are occasioned by the negligent acts or omissions of the Facility, its agents or employees.
10. The Facility shall maintain the confidentiality of all student records produced by it or furnished to it by the University, and will not disclose such records except to the University, the student or as required by law and in accordance with the requirements of FERPA set forth in Paragraph B 7, above.
11. The Facility will provide students with the opportunity for learning experiences, such as collaboration meetings, staff meetings, in-services, special lectures and similar activities as available and at the discretion of Facility's field experience supervisor.
12. The Facility represents and warrants that the student is not displacing a regular employee at the site.
13. The work of the student at the site is a collaboration and it is recognized that the student will require supervision to a degree that the student is not producing work product for the Facility that the Facility would otherwise obtain from a regular employee.

14. The Facility will advise the University in a timely fashion of any changes in its personnel, operation or policies which may impact upon the clinical experience.

E. GENERAL TERMS OF AGREEMENT

1. The term of this Agreement shall commence on the effective date and shall expire three (3) years after the effective date.
2. Both parties agree that placements for field experience are usually one semester in length and placements are made at the discretion of the University.
3. This Agreement may be terminated by either party upon ninety (90) days written notice to the other party; provided, that any such "without cause" termination shall not be effective with respect to students participating in the field experience on the date of such notice of termination until such time as such field experience is completed in accordance with its original terms. The Agreement may also be terminated at any time by mutual consent.
4. This Agreement represents the full and complete understanding of the parties. It may be amended at any time by mutual agreement of the parties, provided that before any amendment shall be operative or valid, it shall be reduced to writing and signed by the designated representative of the University and Facility. Such amendments are to be attached as addenda to the Agreement and will have the same force as the Agreement itself.
5. Any notice to be provided under this Agreement shall be sent by registered, return receipt mail to the following names and addresses:

For the University: The University of Scranton
800 Linden Street
Scranton, PA 18510
Attn. David Angeloni
(570) 941 5518

For the Facility:

With a copy to: Debra A. Pellegrino, Ed. D., Dean
The University of Scranton
800 Linden Street
Scranton, PA 18510

6. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to conflict of laws principles, with jurisdiction in the Court of Common Pleas of Lackawanna County, Scranton, PA.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth below.

FACILITY:

By: _____
Name: _____
Title: _____
Date: _____

THE UNIVERSITY OF SCRANTON

By: _____
Name: Debra A. Pellegrino, Ed. D.
Title: Dean, Panuska College of Professional Studies
Date: _____

INTERNSHIP GOAL PLANNING AND SELF-ASSESSMENT

Use the following American School Counseling Association (ASCA) School Competencies Summary, for self-assessment and goal-planning for your internship experience. Use the empty cells to summarize your strengths and identify internship goals.

A Summary of the ASCA School Counselor Competencies

School counselors are responsible for a wide range of activities such as counseling, coordinating, and consulting in each of quadrant ASCA's National Model (foundation, management, delivery, and accountability).

I. School Counseling Programs

School Counselors should possess the knowledge, abilities and skills, and attitudes that allow them to plan, organize, and implement a comprehensive, data driven school counseling program congruent with the ASCA National Model.

Knowledge

- The structure of the ASCA National Model and the American educational system, counseling theories, multiculturalism , and influences on current educational practices
- Impediments to student learning, advocacy, and data based practices to close the achievement/opportunity gap
- Individual, group, and classroom practices that ensure equal access to resources promoting personal, social, emotional growth, and career development and post- secondary education
- Legal and ethical issues for pre-K-12 schools

Abilities and Skills

- Creates a vision statement outlining professional and personal competencies
- Describes the benefits of a comprehensive school counseling program to all stakeholders
- Uses technology effectively to plan, organize, implement, and evaluate the program
- Demonstrates competence in ethical, multicultural, and professional issues

Leadership

- Serves as leader in school and community
- Identifies and applies ASCA National Model components that require leadership
- Makes plan to challenge non-counseling tasks assigned to school counselors

Advocacy

- Advocates for student success

Collaboration

- Collaborates with parents, students, teachers, administrators, and other stakeholders to promote students success
- Facilitates group meetings effectively and efficiently to meet group goal

Systemic Change

- Acts as a systems change agent to create an environment that supports student success
- Understands the impact of policies, procedures, and practices that support or limit student success

Attitudes

- Every student can learn and succeed and should have access and opportunity to a high quality education, a school counseling program, and post-secondary school education or employment
- Effectiveness of the program should be measurable using data

School Counseling Programs

Strengths and Goals

Consider: Leadership, advocacy, collaboration, and systemic change

II. Foundations

School Counselors should establish the foundations of a comprehensive school counseling program.

Knowledge

- Learning theories, development theories, and developmental issues affecting student success
- District, state, and national standards and competencies
- Domains of academic achievement, career planning, and personal and social development

Abilities and Skills

- Conceptualize and write a philosophy about the students, teachers, families, school counselors and education
- Develop a school counseling mission statement that is specific, precise, clear, and comprehensive.
- Use student standards and district and state standards to drive the school counseling program
- Practice according to the school counseling profession's ethical standards

Attitudes

- School counseling is an integral component of student success and the school's overall mission
- School counselors operate in accordance with school district policies, state laws, and ethical standards

Foundations Strengths and Goals

Consider: philosophy, mission statement, standards, ethics, school district policies

III. Delivery

School counselors should deliver a school counseling program aligning with the ASCA National Model.

Knowledge

- Counseling theories that work in schools, and are applicable in various settings
- Principles of career planning and college admissions
- Responsive services
- Crisis counseling

Abilities and Skills

- Develops and implements a comprehensive guidance curriculum
- Develops materials and instructional strategies to meet students' needs and goals
- Understands the resources available to students with special needs

A. Planning

- Develops strategies to implement individual student planning
- Collaborates with parents and school personnel to help students establish goals
- Understands career opportunities and labor market trends, and uses assessments to help students
- Helps students understand the importance of college or post-secondary education

B. Responsive Services

- Provides interventions used in responsive services
- Understands appropriate individual and small-group counseling theories and techniques
- Provides counseling to students during transition, heightened stress, and critical change

- Provides appropriate crisis response and intervention strategies to meet the needs of individuals, and the school community, before, during, and after a crisis
- Builds effective peer helper groups

C. System Support

- Plans and implements system support activities that enhance the comprehensive school counseling program
- Conducts in service trainings for other stakeholders
- Understands how to provide supervision consistent with ASCA's National Model

Attitudes

- School counselors coordinate and facilitate counseling and other services to ensure that all students receive the care they need, even if they personally do not provide the care themselves
- School counselors engage in developmental counseling and short- term responsive counseling

Delivery Strengths and Goals

Consider: Counseling theories, career planning, individual student planning, responsive services, system support.

IV. Management

School counselors should effectively manage a school counseling program that aligns the ASCA National Model.

Knowledge

- Presentation skills for programs such as teacher in-services and results reports to school boards
- Short-term and long-term time-management

Abilities and Skills

A. Management system

- Discusses and develops components of the school counselor management program with others
- Participates in professional organizations
- Develops a yearly professional development plan
- Uses personal reflection, consultation, and supervision to promote professional growth and development

B. Advisory Council

- Establishes and convenes an advisory council; determines appropriate education stakeholders

C. Data Analysis

- Collects, analyzes, and interprets data, to monitor and improve student behavior and achievement
- Uses data to identify policies, practices, and procedures leading to success and addressing systemic barriers
- Uses data to establish goals and activities to close the achievement, opportunity, and information gap

D. Time Management

- Organizes and manages time to implement an effective school counseling program
- Uses annual, monthly, and weekly calendars to plan activities and reflect school goals

E. Action Plans

- Designs and implements action plans aligning with school and school counseling program goals
- Uses appropriate data to develop guidance curriculum and closing-the-gap action plan

Attitudes

- A school counseling program and guidance department should be managed like other programs and departments in the school
- Management of the school counseling program must be done in collaboration with administrators

***Management
Strengths and Goals***

Consider: Presentations, management system, advisory council, data analysis, time management, and action plans.

V. Accountability

School counselors should monitor and evaluate the processes and results of a school counseling program.

Knowledge

- Results based school counseling and accountability issues
- Use of data to evaluate program effectiveness and to determine program needs

Abilities and Skills

- Use data from results reports to evaluate program effectiveness and determine program needs
- Measures results attained from guidance curriculum and closing-the-gap activities
- Collects process, perception, and results data
- Works with others to decide how to evaluate school counseling programs and share results
- Uses data to demonstrate how the school counseling program adds to student achievement
- Conducts self-appraisal related to school counseling skills and performance
- Conducts a program audit

Attitudes

- School counseling programs should achieve demonstrable results
- School counselors should be accountable for the results of the school counseling program
- School counselors should use quantitative and qualitative data to evaluate their program and to demonstrate program results
- The results should be analyzed and presented in the context of the overall school and district performance

***Accountability
Strengths and Goals***

Consider: Use of data, evaluation, self-appraisal, program audit

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:

Number of Sessions	Number of Hours	Cumulative Total Hours
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Direct Service

Individual Student Planning and Response Services:

1. Individual counseling
2. Small group counseling
3. Consultation/meeting/conference/workshop regarding students such as IEP, child study, parent conference, etc.

School Counseling Core Curriculum:

4. Classroom Instruction
5. Large group/school wide presentations/programs/interventions (i.e. career fairs, parent workshops)

Total Direct Service

Indirect Service

7. Contact with clients other than counseling (i.e. fair share responsibilities)
8. Staff meetings / In-service
9. Observation of direct service delivery
10. Administrative duties (i.e. paperwork, test scoring)
11. Journals, readings, and required paperwork for internship course
12. Professional development (explain below)
13. Other internship activity (explain below)

Total Indirect Service

Supervision

13. Individual supervision
14. Group supervision on campus (class)
15. Other supervision (attach explanation)

Total Supervision

Total Internship Activity**Signature:**

Date:

Explanation: (enter explanation here)***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 (1993) 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 (1991) 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 (1991) 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. (1991) 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 (1985) 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 (1995) 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. Preto 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 bringing 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 that 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/GUARDIAN/CAREGIVER PERMISSION FORM

My signature below indicates that I understand that the counselor service is deigned to help my child as 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/Guardian/Caregiver and 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* (2nd 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".

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

	Poor	Average	Very Good
Basic Helping Skills			
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 |

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[illegible]

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:

Systemic 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 THINKING

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?

The Professional School Counselor and Group Counseling
ASCA POSITION STATEMENT
 (Adopted 1989; revised 1993, 2002, 2008; reviewed 1999, 2008, 2014)

American School Counselor Association (ASCA) Position

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

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 providing direct service to students with academic, career and 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 social/emotional concerns (Gerrity & DeLucia-Waack, 2007; McGannon, Carey, & Dimmitt, 2005; Paisley & Milsom, 2007; Whiston & Sexton, 1998).

The School Counselor's Role

The school counselor's training in group facilitation is unique to the school setting. School counselors provide group services to students and families and may utilize their specialized training to educate and inform school staff and administration on relevant professional issues or topics. Group services offered to students and families are based on individual student, school and community needs, which are assessed through survey data, a referral process or other relevant data. School counselors prioritize group offerings based on analysis of school data. Group counseling should be offered to all students in a PK-12 setting. School counselors have a responsibility to screen potential group members and address informed consent, purpose of the group, goals, limits to confidentiality and voluntary participation. Best practice will include parental consent and student agreement to participate (Falco, 2011).

School counselors provide counseling sessions in individual or small-group settings that:

- help students overcome issues impeding achievement or success
- help students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate action
- are planned and goal-focused and are short-termed in nature

School counselors do not provide therapy or long-term counseling in schools to address psychological disorders. However, school counselors are prepared to recognize and respond to student mental health crises and needs. School counselors address those barriers to student success by offering education, prevention and crisis and short-term intervention to include group counseling until the student is connected with available community resources. When students require long-term counseling or therapy, school counselors make referrals to appropriate community resources (ASCA, 2012).

Summary

Group counseling is an efficient and effective way to meet students' academic, career, social/emotional developmental and situational needs. Group counseling makes it possible for

students to achieve healthier academic and personal growth in a rapidly changing global society. Group counseling is an integral part of a comprehensive school counseling program and should be included in comprehensive school counseling programs and supported by school administrators and school districts. The school counselor's training in group process benefits students, families, school staff and administration. Group counseling has a positive effect on academic achievement and personal growth.

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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

1. Growth groups
 - Designed to provide group members with opportunities for personal growth or enhancement thru motivation or skill acquisition
 - "learning how to learn"
2. Learning groups
 - Purpose is to acquire acquiring specific knowledge
 - Generally more structured, with carefully defined goals, and explicit expectations of group members
 - Focus learning specific information; yet, process: great deal of group interaction with member sharing
3. Social skills training groups
 - 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 5th 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 COUNSELING INTEREST SURVEY

Date _____

Dear Parent/Guardian/Caregiver,

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 Issues

Peer Relations
Separation / Divorce
Leadership Development

Student _____ Grade _____ Teacher _____

Parent/Guardian/Caregiver Signature of _____

Approval _____

Comments Suggestion _____

PARENT/GUARDIAN/CAREGIVER NOTICE OF GROUP COUNSELING

Date _____

Dear Parent/Guardian/Caregiver:

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)

CLASSROOM GUIDANCE LESSON EVALUATION

Name _____ Lesson Topic _____

Evaluation Criteria

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Improvement Needed	Not Applicable
TOPIC						
Classroom guidance lesson was informative.						
Important (needed) topic for this age/grade level.						
Topic explored in a developmentally appropriate manner for age/grade level.						
QUALITY OF LESSON						
Clarity of purpose						
Method/Activities						
Transitions						
Closure						
PRESENTATION SKILLS						
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						
ADDITIONAL COMMENTS						

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 counseling 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).

Steps in the Consultation Process

1. Pre-entry
2. Entry
 - Preliminary exploration
 - Contracting
 - Psychologically entering the relationship
3. Diagnosis
 - Gathering information
 - Defining a problem
 - Setting goals
 - Generating interventions
4. Implementation
 - Choosing an intervention
 - Formulating a plan
 - Implementing the plan
 - Evaluating the plan
5. Disengagement
 - Evaluating the consultation process
 - Planning post-consultation matters
 - Reducing involvement and following up
 - Terminating

Entry

(Preliminary exploration)

-Tell me about the problem.

-How do you see my role in this process?

(Contracting)

-To what degree are we in agreement about what needs to be done?

-Let's make sure we have a working agreement here.

(Physically and psychologically entering)

-Where would you like to meet for our next session?

-We can sit here or move to another location. What are your preferences?

-Let's take a little time to get to know each other.

-So you are feeling....about this.

-Let me briefly share my values about consultation.

Diagnosis

(Gathering information)

- What are some factors you feel contributed to the problem?
- Would more information be helpful?
- How could we obtain more information?

(Defining problem)

- You feel the problem is....(summarize)

(Setting goals)

- What do you think would be the ideal situation?
- What would you consider success?

(Generating interventions)

- What have you tried to solve the problem?
- What went well with this solution?
- What went wrong with this solution?
- What are some other ways you think this goal could be reached?

Implementation

(Choosing an intervention)

- Of the interventions we have discussed, which one suits you best?
- What do you see as problems when trying to make this intervention work?
- What do you see as positive aspects when trying to make this intervention work?

(Formulating a plan)

- What is our next step in putting the plan together?
- What resources will we need in making an effective plan?
- What do you think we could do to help make this plan work?
- When would be the best time to start the plan?

(Implementing the plan)

- How's the plan going?
- Can I be of any assistance at this point?

(Evaluating the plan)

- How can we assess the degree to which our plan has met its goal?
- What kind of data do we need to gather to evaluate our plan?

Disengagement

(Evaluating the consultation process)

- Let's try to figure out how we can evaluate the degree to which we have been successful.
- What types of measures do we need to determine the effectiveness of what we are we about?
- What is your opinion about assessing our progress as we go along?

(Planning postconsultation matters)

- What things do we need to plan for before we terminate?
- How are we going to maintain the gains we have made after we are no longer dealing with this situation together?

(Reducing involvement and following up)

- I'm wondering if we need to meet regularly or once in a while. What is your opinion?
- I would be interested to see how things turn out.
- Maybe we could meet....
- Let's get back in touch in two weeks. What is a good time for you?

(Terminating)

- I'd like to share my parting thoughts.
- Well, I guess this wraps it up. I would be interested in your parting thoughts.

CONSULTATION SELF-REFLECTION

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* (2nd ed.). Washington, DC: Accelerated Development.

**CONSULTATION RECORD
REGARDING STUDENT**

STUDENT: _____

COUNSELOR: _____

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

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 status 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

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?

Mid-Semester Internship Supervisor Evaluation

Professionalism

1. The intern works professionally and cooperatively with their supervisor.
2. The intern works professionally and cooperatively with other stakeholders in the school (e.g., administration and teachers).
3. The intern applies high standards of professional ethics.
4. The intern consistently arrives on time.
5. The intern completes all assignments in a timely manner.
6. The intern dresses appropriately for the position and adheres to school dress code policies.

Counseling Skills

1. The intern utilizes appropriate theory based techniques.
2. The intern builds rapport and respect with students.
3. The intern uses counseling theories to guide school counseling interventions and practice.
4. The intern applies individual counseling skills that encourage student responses and result in increased student knowledge and self-discovery.
5. The intern uses clear and expressive communication skills with students.

Professional School Counselor Roles

1. The intern demonstrates a comprehensive understanding of a school counselor's diverse roles.
2. The intern engages in respectful interactions with students that reflect genuine warmth, care, concern, and sensitivity..
3. The intern assists in identifying the educational needs of students.
4. The intern assists in identifying the most effective means of meeting student's educational needs.
5. The intern is sensitive to gender and cultural differences.
6. The intern supports student efforts to achieve academic, career, and personal/social goals.
7. The intern demonstrates the belief that every student can learn and succeed.
8. The intern treats each student with respect as an individual.
9. The intern takes appropriate initiative.
10. The intern is knowledgeable in diffusing hostile situations.
11. The intern is comfortable in handling crises situations.

Understanding School Environments

1. The intern understands how the school system works and the complexities of school counseling.
2. The intern understands the school's organizational structure, including relevant policies, practices and working conditions.
3. The intern demonstrates sensitivity to the values and needs of students from diverse backgrounds.

4. The intern is knowledgeable of appropriate counseling approaches for student population.
5. The intern has an understanding of developmental needs of students in a school setting.

Coordination and Collaboration Efforts

1. The intern participates with other professionals in the development, implementation, and evaluation of both direct and indirect counseling programs and services.
2. The intern collaborates with parents and other stakeholders to help students establish goals and develop and use their planning skills.

Knowledge and Delivery of School Counselor Responsibilities

1. The intern demonstrates appropriate group counseling approaches for group.
2. The intern demonstrates appropriate classroom guidance approaches.
3. The intern applies appropriate peer helping processes in the school setting.
4. The intern appears comfortable when interacting with students.
5. The intern communicates effectively with students
6. The intern manages student behaviors in a variety of learning situations (individual, small group, classroom, and whole-school learning environments).
7. The intern conducts classroom guidance lessons that are well-organized and that encourage student engagement.
8. The intern applies career development and decision-making approaches.
9. The intern utilizes effective classroom management techniques.

Professional Development and Supervision

1. The intern is open to learning and applying new information from supervisor.
2. The intern is receptive to feedback and suggestions from supervisor.
3. The intern explores personal strengths and weaknesses
4. The intern consults with supervisor or another stakeholder in the school when necessary.
5. The intern reflects on current practices and integrates evidence-based strategies to improve my practice and outcomes.

Accountability:

1. The intern utilizes reliable and valid instruments to assess individual student needs.
2. The intern utilizes developmentally appropriate, evidence-based prevention strategies that measure outcomes of students.

University of Scranton

Professional Counseling Student Disposition Evaluation Form

(This is to be completed by the university supervisor)

Student Name: _____ Date: _____

Program (please circle): Clinical Mental Health Counseling Rehabilitation Counseling School Counseling

Purpose (please circle): Initial Pre-Practicum Post-Practicum Internship

Rating Key:

1 = does not meet expectations (This rating indicates minimum competency in a particular area(s) of development has not been met)

2 = partially meets expectations (This rating indicates that there is still some growth needed in a particular area(s) of development.)

3 = meets expectations (This rating is typical of beginning level counselors with respect to development)

4 = exceeds expectations (This rating indicates development that is superior to that which is considered typical)

Attributes	Rating	Comments
Commitment to Wellness Pursues wellness as a lifestyle	1 2 3 4 NA	
Commitment to Learning Lifelong learning; seeks new knowledge and understanding	1 2 3 4 NA	
Academic Competencies Demonstrates knowledge of core areas	1 2 3 4 NA	
Clinical Competencies Forms effective working relationships	1 2 3 4 NA	
Professional Identity Identifies professional role and function and integrates this as a person	1 2 3 4 NA	
Personal Maturity Ability to balance personal and professional self-awareness	1 2 3 4 NA	
Responsibility Accountable and fulfills commitments	1 2 3 4 NA	
Interpersonal Skills Establishes and maintains positive interpersonal relationships	1 2 3 4 NA	
Communication Skills Verbal, non-verbal, written, listening for varied audiences and purposes	1 2 3 4 NA	
Problem Solving Defines problem, develops and implements solution	1 2 3 4 NA	
Stress Management Identifies sources of personal stress and develops effective coping behaviors	1 2 3 4 NA	

Additional Comments:

Faculty Printed Name _____

Faculty Member Signature _____ Date: _____

Final Evaluation Forms

(to be turned in by internship student to university supervisor)

FINAL 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.
 - _____ Shows professional attire and grooming
 - _____ 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.
- _____ Professional independence/autonomy are evident
- _____ Initiative is shown in work habits and daily interactions
- _____ 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!!!

FINAL 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
- 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 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:

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

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.

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	What I didn't complete	Why I didn't complete it
IN SCHOOL		
OUT OF SCHOOL		

PORTFOLIO ADDITIONS DURING INTERNSHIP

Portfolios are a 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 (COUN 592). 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 (COUN 597). 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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