

Internship Handbook

ED C49

Supervised Internship in Professional School Counseling



**WILLIAM
& MARY**

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Purpose

This handbook provides a detailed description of school counseling internship guidelines and forms for student counseling interns, field supervisors, and faculty supervisors at The College of William and Mary.

The Counselor Education Program at the College of William and Mary provides students who concentrate in the School Counseling Curriculum an opportunity to work in educational institutions that have a primary role of providing educational services. The school counseling requirements meet the requirements of the Virginia Standards for the Preparation of Pupil Personnel Workers and follow the guidelines of national professional organizations including Council for Accreditation of Education Preparation (CAEP) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

School Counseling Internship Requirements

Requirements for the Clinical Field Experience

Following the practicum, students enroll in a 600 hour internship experience. Students are only allowed in the internship if they have demonstrated sufficient skills to benefit from a clinical experience. Prior to the semester in which they intend to take the internship, students meet with the internship supervisor to discuss their readiness and to explore appropriate placement. The internship is designed to provide students with a clinical experience in a school setting.

The 600-clock-hour internship should include a minimum of 262 hours of direct service work with clientele, one hour a week of individual supervision, one and one-half hours per week of group supervision, a variety of professional activities, the opportunity for recorded interactions with student clients, supervised experience, and a formal evaluation of the student's performance during the internship. Under supervision of a certified school counselor, student counselors perform a variety of activities that a regularly employed school counselor would be expected to perform. Students perform a vast array of counseling roles, including but not limited to individual, small group, classroom curriculum (guidance), and guidance related educational programs; consultation services; attendance at faculty meetings, departmental meetings, and professional development workshops; participation in child study and eligibility meetings; facilitation of parent conferences, consultation and collaboration with professional support personnel; home visits; assistance with the school's annual testing program; registration and scheduling, as well as career guidance activities. The six credit hour internship will provide the student with opportunities for extensive experiences in the above listed competencies. In addition, this clinical experience enables student involvement in counseling and curriculum (guidance) program development, coordination, and evaluation, as well as in administrative duties related to the organization of guidance and counseling programs.

Within the School Counseling Curriculum, students have an opportunity to complete their two, 300-hour internship experiences over the course of two semesters. In the State of Virginia, students receive K-12 licensure. State guidelines require that students have internship experiences at both the elementary and secondary levels. In order to satisfy requirements for the

Counselor Education Program at The College of William and Mary, students will complete at least three hundred hours of internship experience in an elementary setting, and an additional three hundred hours of internship experience in a secondary setting.

Within the School Counseling Program, school counseling interns are required to organize and submit a portfolio. The Counseling portfolio formally summarizes counseling activities conducted during the internship experience. Included in the portfolio are descriptions of the field placement, statements delineating a personal theory of counseling, assessment of professional development during the semester, samples of counseling notes, summaries of any meetings or conferences attended, copies of lesson plans, and sample documents which reflect the nature and quality of the student's counseling activity.

Description of Activities

1. Intent to Register: All students concentrating in school counseling must inform their Faculty Advisor of their intent to register for internship. Prior to beginning the C-49 Internships, students must have completed all courses in the Basic Counseling Component of the program. Internship placements are only provided during fall and spring semesters; secondary internships are only available during the fall semester and elementary internships are only available during the spring semester.

2. Field Site Placement: The course instructor and faculty advisors works in conjunction with the Director of Clinical Placements and Licensure at WM to arrange the student placements. Internship placements are distributed early in the semester and students cannot begin their placement until instructed by the professor. Students may not complete their placement until the final week of the W & M semester.

a. Site Qualifications: Field placement sites for ED C49 shall only consist of public school settings in grades K-12. Final determination as to the suitability of all field placement sites rests with the course instructor.

b. Site Supervisor Qualifications: Field placement site supervisors must have at least a master's degree, licensure as a school counselor in the state of Virginia, and a minimum of two years of experience in school counseling. Final determination as to the suitability of site supervision rests with the course instructor.

3. After Obtaining a Placement: Once assigned an internship placement, students should make an appointment to meet with their field site supervisor to get acquainted, determine a suitable schedule, and complete the Site Supervisor's Agreement Form.

4. Weekly Group Supervision: Internship students will meet throughout each semester of the internship for the purpose of group supervision. This activity will contribute toward the total number of hours required for the course. Weekly supervision sessions will be led by the faculty supervisor. They will typically consist of a brief, initial group discussion, review of a current topic in counseling theory or practice, followed by case presentations which will adhere to the format described in the "Case Presentations" section of this manual. The scheduled format for

these sessions will be amended when necessary to permit the group to deal with urgent or critical issues.

5. Introductory Letter to Site Supervisors and Review of the Handbook: During the first weeks of the semester of internship, the faculty supervisor will send site supervisors an introductory letter which will outline the purpose, goals, and schedule of the course as well as an invitation for them to attend the Site Supervisor Orientation/Education program. In addition, the supervisor will receive a copy of the Internship Handbook including the Evaluation of Student Performance form that she or he will be asked to complete at the middle and end of the semester.

6. Site Supervisor Orientation/Education: Early in the semester, site supervisors will be oriented by the faculty supervisor. The purpose of this orientation is to provide site supervisors with general information about the Counseling Program at William and Mary and with specific information about the Internship course. It is also intended to personalize the relationship between the university and the field placement sites and to begin the development of mutually beneficial working relationships. The specific date, time and location of the orientation program will be determined at the beginning of the semester.

7. Site Visits by Faculty Supervisor: During each semester of the Internship course, the faculty supervisor or designee will visit each site supervisor on site in order to get a first-hand “feel” for the student’s internship experience, to offer support to the site supervisor and to get feedback from the supervisor regarding progress and problems to date. These visits will be scheduled directly by the faculty supervisor, and students will not be expected to attend these meetings unless their site supervisor requests their presence.

8. Midterm Individual Supervision/Performance Appraisal: At the mid-point of each semester of the Internship course, students will meet individually with the faculty supervisor for the purpose of performance appraisal and supervision. The faculty supervisor and the student will review and discuss the site supervisor’s mid-term evaluation submitted on the Evaluation of Student Performance form. This meeting will address student progress toward fulfillment of course requirements as well as student progress in professional nonacademic counseling skill development in accordance with Counseling Program requirements.

9. Final Letter to Site Supervisors: Near the end of each semester of the Internship course, the faculty supervisor will send a letter to all site supervisors, thanking them for their participation and their completion and submission of the Evaluation of Student Performance Form, and soliciting their general feedback regarding the Internship experience.

10. Receipt of Final Evaluation of Student Performance Forms: Site supervisors are requested to submit completed Evaluation of Student Performance Forms by the scheduled date of each student’s final individual supervision/performance appraisal meeting. Students will inform their site supervisors of this date, and forms will be completed on-line. Students should promptly inform their faculty supervisor of any technological issues his/her site supervisor might experience with the online format.

11. Student Evaluation of Field Placement Experience: In preparation for their final supervision session with the faculty supervisor, students are to complete the Student Evaluation of Field Site Form. This completed form should be brought to the final supervision session, where the effectiveness of the field placement during the current and future semesters will be discussed.

12. Final Individual Supervision/Performance Appraisal: During the last two-to-three weeks of each semester of the Internship course, students will meet with the faculty supervisor for the purpose of performance appraisal, supervision and evaluation of the field placement site. This meeting will address student fulfillment of course requirements as well as student progress in professional nonacademic counseling skill development in accordance with Counseling Program requirements.

Internship Description

The counseling internship is designed to give advanced students in school counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 300 hours of counseling experience in a school setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

Course Objectives

The major goal of the counseling internship course is to help students operationalize theoretical constructs and further develop counseling skills acquired in the classroom, toward an ultimate goal of developing a personal style and sense of continuity in the counseling process. A weekly group supervision/instruction session, individual supervisory meetings and various assigned activities are designed to give internship supervisors and faculty the opportunity to assess the student's counseling performance in relation to client goals and to the student counselor's professional development. Group supervision for internship will not exceed ten students.

A fundamental premise of the course is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, students' willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of the course goals.

Specific Learning Objectives

1. Student will demonstrate the ability to apply and adhere to ethical and legal standards in school counseling (CACREP School Counseling Competency B.1)
2. Student will demonstrate the ability to articulate, mode, and advocate for an appropriate school counselor identity and program (CACREP School Counseling Competency B.2)
3. Student will demonstrate knowledge of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning and college admissions counseling (CACREP School Counseling Competency C.4)

4. Student will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (CACREP School Counseling Competency D.1)
5. Student will provide individual and group counseling and classroom curriculum (guidance) to promote the academic, career, and personal/social development of students (CACREP School Counseling Competency D.2)
6. Student will design and implement prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development (CACREP School Counseling Competency D.3)
7. Student will demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP School Counseling Competency D.5)
8. Student identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students (CACREP School Counseling Competency E.2)
9. Student understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (CACREP School Counseling Competency E.3)
10. Student demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (CACREP School Counseling Competency F.1)
11. Student advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (CACREP School Counseling Competency F.2)
12. Student advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (CACREP School Counseling Competency F.3)
13. Student engages parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP School Counseling Competency F.4)
14. Student assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP School Counseling Competency H.1)
15. Student selects appropriate strategies that can be used to evaluate a student's academic, career, and personal/social development (CACREP School Counseling Competency H.2)

16. Student analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (CACREP School Counseling Competency H.3)
17. Student makes appropriate referrals to school and/or community resources (CACREP School Counseling Competency H.4)
18. Student assesses barriers that impede students' academic, career, and personal/social development (CACREP School Counseling Competency H.5)
19. Student knows current methods of using data to inform decision making and accountability (CACREP School Counseling Competency I.4)
20. Student understands the outcome research data and best practices identified in the school counseling research literature (CACREP School Counseling Competency I.5)
21. Student applies relevant research findings to inform the practice of school counseling (CACREP School Counseling Competency J.1)
22. Student develops measurable outcomes for school counseling programs, activities, interventions and experiences (CACREP School Counseling Competency J.2)
23. Student analyzes and uses data to enhance school counseling programs (CACREP School Counseling Competency J.3)
24. Student conducts programs designed to enhance student achievement development (CACREP School Counseling Competency L.1)
25. Student implements strategies and activities to prepare students for a full range of postsecondary options and opportunities (CACREP School Counseling Competency L.2)
26. Student implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (CACREP School Counseling Competency L.3)
27. Student works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (CACREP School Counseling Competency N.1)
28. Student locates resources in the community that can be used in the school to improve student achievement and success (CACREP School Counseling Competency N.2)
29. Student consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (CACREP School Counseling Competency N.3)

30. Student uses peer helping strategies in the school counseling program (CACREP School Counseling Competency N.4)
31. Student uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families (CACREP School Counseling Competency N.5)
32. Student participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP School Counseling Competency P.1)
33. Student plans and presents school-counseling-related educational programs, for use with parents and teachers (e.g. parent education programs, materials used in classroom curriculum (guidance) and advisor/advisee programs for teachers) (CACREP School Counseling Competency P.2)

Internship Requirements

Hours:

The School Counseling Internship course requires student investment of 600 hours minimum that is accumulated over a period of two semesters. At least 300 hours of field experience must occur at the elementary level. The remaining 300 hours of field experience requirements must occur at a secondary level (e.g. middle or high school).

**Suggested Allotment of
300 Internship Hours**

1. Direct counseling contact (approx. 9+ hrs. wk/14wks-sem.)	131 hours
2. Internship Related Activity (approx. 8+ hrs. wk/14wks-sem.)	118 hours
3. Individual Supervision/Instruction (1 hr.wk/14wks-sem.)	14 hours
4. Group Supervision/Instruction from Faculty Supervisor	35 hours
5. Individual Supervision from Faculty Supervisor	1-2 hours

Total	300 hours
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Individual Counseling:

Students are required to conduct individual counseling sessions using client sources provided by their field placement supervisor. Clients for this activity will typically be school age children and adolescents obtained from the school site. Interns must integrate theory, practice, and appropriate counseling strategies and techniques appropriate to specific client situations. In addition, interns

must include students in their caseload from diverse cultural and ethnic backgrounds, who are at the very minimum representative of the diversity existent in the school setting.

Home Visit:

Students will facilitate a home visit in conjunction with the school counselor or other school related personnel in an effort to gain an understanding of the relationship between family, school, and community and to gain an appreciation of the challenges that children and adolescents confront. **Under no circumstances should a student conduct this visit without being accompanied by school personnel.** A summary of the home visit discussing the purpose of the visit, the school representatives that visited the home, the disposition of the case and a discussion of personal reaction to the visit is required.

Due: With Portfolio

Group Counseling and Classroom Curriculum (Guidance):

Students are required to conduct classroom/group curriculum (guidance) and group counseling at their internship sites. Each student is to prepare a developmentally appropriate group curriculum (guidance), counseling unit which contains at least three sessions which they must conduct at their internship site. Students may decide whether they will devise lesson plans for a small group or a classroom curriculum (guidance) unit. **Students will be required to video record at least ONE of their classroom curriculum (guidance) lessons/group counseling for presentation to the Internship Class.**

The lesson must be tied to the ASCA Mindsets & Behaviors for Student Success, indicate the competency being met, the grade level, goals and objectives, materials, the step-by-step exercises and procedures used (including introduction and teaching time, working time, and processing time), and evaluation, homework, and follow-up steps.

School-Family-Community Partnership Program (To be completed Fall Semester of Internship)

During the Fall Semester, students are required to develop a school-family-community partnership program (e.g., parent education, mentoring, or tutoring program, literacy campaign, community fair, etc.) to address the specific needs of a target population. Students will examine school data (e.g., grades, scores on standardized achievement tests, referrals, attendance, etc.) to identify a target population that would benefit from an intervention to improve academic-related behavior or performance. Interns should identify and work with a team of school personnel, family, and community members to implement a suitable school-family-community partnership project. The partnership program must involve family and community members in catering to the needs of the target population. The completed project is part of the portfolio due at the end of the semester. **(Please refer to Appendix G – Fall segment).**

Evidence-Based School Counseling Project (To be completed Spring semester of Internship)

During the Spring Semester, each intern is required to plan, develop, and implement a evidence-based school counseling project. The project involves systematically collecting, analyzing, and using data to

understand a specific school counseling issue and developing and implementing an intervention for the targeted population. The ultimate goal of this project is to use data to strategize, impact, and document how the school counseling program advocates for, contributes to, and supports student success and overall functioning. Upon completion students should be able to link the data they have gathered to the intervention and to assess the effectiveness of the intervention. The completed project is part of the portfolio due at the end of the semester. **(Please refer to Appendix F – Spring semester).**

Supervision:

1. **Group Supervision:** Two and a half hours of group supervision per week with the Internship Supervisors.
2. **Individual Supervision:** One hour per week with the designated field placement supervisor.

Case Presentations

Case presentation is defined as a formal presentation to the Internship Supervision Class, of client cases being worked with by students at their field placements. Interns should expect and be prepared to present case presentations for group review, discussion, and feedback during the semester; one case must be a client from a culturally diverse background. Interns will present a case of her or his choice during individual supervision at mid-term. Each case presentation shall include (a) a concise summary of the case according to the format defined in Appendix F of the School Counseling Manual (a copy to be presented to all group members), (b) presentation of a 10 to 15 minute video-recorded segment of a counseling session and (c) discussion/feedback from colleagues.

Interns are required to submit a minimum of three recordings depicting individual counseling, group counseling, or group curriculum (guidance) for feedback and evaluation.

Weekly Logs

Each student is to maintain a written log which contains documentation of all internship related activities for the week and cumulative totals for the semester. Students will submit these logs by the beginning of each class meeting. Please refer to Appendix D of the School Counseling Internship Manual for guidelines pertaining to the completion of this assignment. Late logs will not be accepted and could negatively impact the final grade in this course. **At the end of the course, students should submit a paper copy of the final log with their total number of hours completed and the site supervisor's signature.**

Focused Discussions

At the start of each group supervision session, there will be a 30-minute discussion of a relevant topic that may have been introduced on Blackboard or in a short preparatory reading. Students are expected come to class prepared for these discussions.

Portfolio

Students develop a counseling portfolio that formally summarizes her/his counseling activity during the Internship experience. **A portfolio is to be presented for each semester the internship is taken.** Included in this document are descriptions of the field placement, statements delineating a personal theory of counseling, assessment of professional development during the semester, samples of counseling notes, summaries of any meetings or conferences attended, copies of lesson plans, and sample documents which reflect the nature and quality of the student's counseling activity. **Due: Final class**

The Counseling Portfolio should include the following elements, which are appropriately divided and labeled:

1. Description of the field placement (See Site Report Template)
2. A description of personal goals for professional development during the Internship Experience
3. Summary of personal theory of counseling
4. A summary of all course work taken prior to and during the Internship experience that is considered particularly relevant to work as an intern.
5. A summary of all professional training received prior to and during the Internship experience that is considered particularly relevant to work as an intern.
6. A quantitative summary of counseling and counseling-related activity conducted during the semester (Can be extracted directly from weekly logs)
7. A summary of interactions with other professional agencies and individuals in support of your counseling work this semester
8. A summary of the home visit discussing the purpose of the visit, the school representative with whom you visited the home, the disposition of the case and a discussion of your personal reaction to the visit.
9. Work samples including:
 - a. Copies of weekly logs
 - b. Copies of lesson plans (i.e. group curriculum (guidance) unit)
 - c. Selected samples of your counseling notes (if applicable)
 - d. Outcomes data and measures used to assess student change
 - e. Evidence of using the ASCA Behaviors and Mindsets
 - f. Summaries of any meetings, workshops or conferences attended
 - g. Samples of documents that you think reflect the nature and quality of your counseling activity

10. An assessment of your professional development during the semester, including evaluations of: (a) progress toward your stated goals, (b) current strengths as a counselor and (c) directions needed or desired for continued growth as a counselor.
11. School-Family-Community Project (Fall Semester) or Evidence-based Practice Project (Spring)

Course Format

Calendar of Activities

All students enrolled in the School Counseling Internship course will meet for 2-1/2 hours most weeks for academic instruction and group clinical supervision of counseling as outlined in the Description of Activities below. Group clinical supervision will typically consist of class discussion pertaining to activities performed at the school site, followed by case presentations done in accordance with the procedures outlined in the Case Presentations section of the School Counseling Internship Manual. The specific schedule for case presentations will be determined by the Faculty Supervisor.

Description of Activities

1. Group Supervision of Counseling: Group clinical supervision will typically consist of two case presentations done in accordance with the procedures outlined in the Case Presentations - Group Supervision section of this manual. The specific schedule for case presentations will be determined by the Internship Supervisors.

2. Individual Supervision of Counseling: It is each Intern student's responsibility to schedule individual supervision with the Site Supervisor on a weekly basis to review counseling related activities, present questions, and receive feedback regarding performance.

3. Mid-term Performance Assessment: At approximately the 8th or 9th week of the semester, the progress of each Intern shall be assessed by the Faculty Supervisor with input from the site supervisors. This assessment shall consider students' progress toward the fulfillment of the stated course requirements as well as progress in the overall program. Refer to the Student Counselor Mid-Term Evaluation.

4. Final Performance Assessment: During the last two to three weeks of the semester, the progress of each intern shall be assessed by the Faculty Supervisor with input from the site supervisors. This assessment shall consider students' overall progress toward the fulfillment of the stated course requirements as well as her or his progress in the overall program in accordance with the Student Counselor Final Evaluation.

5. Course Summary and Evaluation: The final class session will offer students an opportunity to reflect on their Internship experience and supervision, to formally evaluate its usefulness to them, and to offer recommendations for improving the course.

Role Descriptions

1. Student: The major expectations for students participating in the Counseling Internship course are to participate fully and to take seriously the pursuit and achievement of the learning goals set forth in the Specific Learning Objectives section of this manual.

2. Faculty Supervisor: The responsibilities of the Faculty Supervisor are as follows:

- a. Select the Site Supervisors
- b. Approve the course syllabus
- d. Grade student performance in the course in conjunction with co-instructors
- e. Conduct group supervision sessions
- f. Teach and model foundational counseling theory and techniques
- g. Monitor and assess student effort and progress toward fulfillment of course objectives

3. Site Supervisor: Site supervisor responsibilities and expectations are defined in the Site Supervisor Agreement provided in the Appendices section of this handbook. Some of the main responsibilities of the Site Supervisors are as follows:

- a. Provide one hour per week of individual supervision to the intern
- b. Complete midterm and final evaluation of student counseling intern
- c. Provide clinical experiences that a regularly employed school counselor would be expected to perform (e.g., record-keeping, referral, inservice training, staff meetings, consultation and collaboration with family and community members).
- d. Provide a setting for individual and small group counseling that has privacy and sufficient space.

Site supervisor responsibilities and expectations are further defined in the Site Supervisor Agreement provided in the Appendices section of this handbook.

Grading

Students will receive a grade of PASS or FAIL in the Counseling Internship course. To achieve a grade of PASS, students must satisfy fully the criteria defined in the Course Requirements section of this handbook.

Professional Liability

Students are **required** to purchase professional liability insurance. Students should contact ACA or ASCA to purchase insurance prior to starting their counseling contact hours in the school. Students must

satisfy the faculty supervisor that they have purchased this professional liability insurance prior to starting their counseling contact.

In addition, students who are enrolled in the Counseling Internship course are entitled to the University's medical malpractice liability coverage. The limit of that coverage is summarized below:

- \$2,000,000 -- tort claims against person
- \$100,000 - tort claims against the Commonwealth
- \$1,000,000 - each medical incident

Video/Audio Recording

The authorization to video student intern counseling activity is a requirement for placement site approval. Video recording is required, and audio recording shall be permitted only with prior approval from the faculty supervisor. In addition, all clients in sessions to be recorded must give prior written authorization for the recording to occur. It shall be the responsibility of the student Intern to insure that written client authorization for audio/video recording is on record, either in the field placement's client file (if the field placement site has its own authorization procedure and form) or in a file maintained by the student (if the field placement has no authorization procedure and form). A sample authorization for audio/video recording form is provided in the Form Samples section of this handbook. Electronic recordings of counseling sessions (includes recording of clients on all analogue or digital, audio or video, media) shall, in all cases, be subject to the following security policies:

- Electronic recordings of counseling are to be made and used only for the purpose of individual and group clinical supervision in required clinical instruction courses as designated by the Counseling Faculty.
- Electronic recordings of counseling are to only be recording on College-owned USB portable Flash Memory Storage Devices. These devices have built-in password security and data encryption. Flash drives can be checked out from the Learning Resource Center (LRC) for a two-week period of time. Upon checkout, a student becomes responsible for the encrypted flash drive; should a flash drive become damaged, lost or stolen, the student is responsible for the cost of the item (approximately \$100).
- Unless otherwise authorized by the Faculty, electronic recordings of counseling sessions are to be destroyed (erased/deleted) immediately after they are presented in supervision and group supervision as scheduled by Faculty. Computer 'recycling bins' in classrooms are emptied automatically every 24 hours. Utilizing classroom computers is highly recommended due to this safeguard. Should a student use another computer for deleting recordings, he/she is responsible for ensuring that the recording is deleted in all forms from that computer.
- Electronic recordings of counseling are not to be stored on computer hard drives nor may be transferred in total or in part via the internet.

- When providing services in remote locations, students are responsible for safeguarding the confidentiality of recorded counseling sessions. This includes: (a) keeping them in locked space (NOT THE CAR) and (b) viewing them out of sight and sound from anyone not currently enrolled and participating in the specific clinical instruction courses for which they were made.

Record Keeping

Students participating in the Internship course will be required to maintain selected written records related to their counseling activities, including (but not limited to) case progress notes, A/V recording authorization, and exchange /release of information authorization. All written client records will be stored in their respective student counselor's files in a secure cabinet designated by the Internship Supervisors.



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Supervised Internship in School Counseling - Student Agreement

As a Counseling Internship student in a professional setting, I hereby attest that I have read and understand the American Counseling Association Code of Ethics, and will practice my counseling in accordance with these standards. Further, I will assume the responsibility for promoting my growth as a professional counselor by agreeing to initiate and/or participate in the following Internship objectives:

For each semester of Internship I will complete 300 contact hours of Internship activity in accordance with the following schedule:

a. Direct counseling contact (approx. 9+ hrs. wk/14wks-sem.)	131 hours
b. Internship Related Activity (approx. 8+ hrs. wk/14wks-sem.)	118 hours
c. Individual Supervision/Instruction (1 hr.wk/14wks-sem.)	14 hours
d. Group Supervision/Instruction from Faculty Supervisor	35 hours
e. Individual Supervision from Faculty Supervisor	1-2 hours
Total	300 hours

2. I will provide direct counseling service to clients that are assigned to me. The counseling format may include individual, family, vocational, group, classroom curriculum (guidance), and/or assessment. I will document these services in accordance with school policy and in compliance with any standards set forth by the faculty supervisor, such as video recordings, in depth case studies, weekly logs, portfolios, etc.

3. I will become familiar with the system within which I am placed, including organizational structure, technology, funding sources, referral processes, counseling philosophy, administrative procedures, services offered and service follow-up procedures.
4. I will become familiar with other key organizations and individuals, which support the mission of my Internship setting (e.g., referral sources, volunteer groups, licensing agencies), and I will utilize all resources available (e.g., reading materials, in-service training programs, observations of other staff members with clients, participation in simulated (role-play) counseling sessions, learning about tests that the school system administers, etc.), to maximize my understanding of and effectiveness in the professional setting in which I am placed.
5. I will strive to develop positive working relationships with staff members and other persons/agencies affiliated with my Internship setting, and will seek their assistance when necessary. I will, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.
6. During the semester of my internship, I will be prepared to present four video-recorded sessions of my counseling activity to the supervision group and/or the Faculty Supervisor and in accordance with the established case presentation format.

7. Course Expectations and Professional Dispositions:

In this class, as with all other counseling classes, it is integral that students demonstrate the following professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation. Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining the confidentiality for everyone in the class.

Student Name: _____

Date: _____

Student Signature: _____



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School of Education

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Internship Field Supervisor Agreement

As the Internship Field Supervisor for _____, I agree to the following:

1. To provide direct, individual supervision to the above named intern, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution and work attitudes.
2. To provide a supportive, learning-oriented environment which affords the student counselor opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
3. To introduce and orient the student counselor to this professional setting, making sure that she/he understands its organization, role expectations, policies and procedures (including record keeping requirements for counseling activity).
4. To be reasonably available to assist the student counselor outside of the weekly supervision hour (if needed) in the performance of her/his assigned responsibilities.
5. To encourage the student counselor to participate in those professional activities that will maximize her/his learning as well as her/his effectiveness in this professional setting.
6. To facilitate the video recording of four sessions of the student's counseling activity during the semester for presentation to and review by the Internship student group and faculty supervisor (only).

Internship Field Supervisor Agreement Cont'd

7. To assist the student by providing supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.
8. To meet at this setting with the student counselor's faculty supervisor during the semester to discuss the nature of the Internship placement and student's progress in the placement.
9. To provide a setting for individual and small group counseling that has privacy and sufficient space.

Name: _____

Signature: _____

Date: _____

College of William & Mary – Internship in Professional School Counseling

Student Name _____ Week of _____

School Site _____

On-Site Supervisor _____ University Supervisor: Dr. Johnston Brendel, LPC, LMFT

For each activity listed, list the total number of hours engaged in that activity for each day. For special activities (i.e. seminars, workshops, etc.), list the title as well as the hours spent. Site supervisor must sign off on each weekly log.

FIELD SITE		MON	TUE	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL	CUMULATIVE TOTAL
Direct	Date									
	Client(s)-Family									
	Client(s)-Group									
	Client(s)-Individual									
	Classroom Curriculum									
	Consultation									
	Other									
Cumulative Direct Hours										
Indirect	Recordkeeping									
	Individual Supervision									
	Group supervision									
	Staff Meetings									
	Seminars/Workshops									
	Other									
Cumulative Indirect hours										
Site Direct/Indirect Totals										
Site Supervisor Signature _____								Date _____		

*Internship students may include University/Campus supervision hours in cumulative total hours.

UNIVERSITY INSTRUCTOR										
Supr.	Individual Supervision									
	Group supervision									
Daily Totals										*



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Please Copy onto School Letterhead

Video Authorization Form

I, the undersigned, authorize the video/audio recording of my child during group/individual counseling sessions with the following student counseling intern from the College of William and Mary:

_____. I understand that the recorded sessions will be used only for the purpose of counselor training. That is, other students enrolled in the Internship course will observe and evaluate the student counselor's skill and provide constructive feedback. I further understand that only the Faculty Supervisor and Internship class members will view recorded sessions. I understand also that all recordings will be destroyed at the completion of the semester.

If you are willing to permit your child(ren) to participate in counseling sessions please sign the authorization below.

Please do not hesitate to contact your child's counselor should you have further questions or comments. Thank you very much for your consideration.

I authorize my child(ren), _____, _____, _____ (names), to participate in group/individual counseling as described above. I understand that videotapes will be viewed only by the Faculty Supervisor and the Internship group class members, and that all video recordings will be destroyed upon completion of the Internship course.

Date: _____

Signature: _____

**ED C49 - MASTERS INTERNSHIP
CASE PRESENTATION FORM for Individual Counseling**

Client: _____ Counselor: _____

Date of Session: _____ Presented Previously: Yes ___ No ___

1. Case history/situation:
2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant client, etc.):
3. Presenting Problems:
4. Social Justice and Cultural Considerations
 - a. In what way(s) do you think cultural differences affect the counselor-client dynamic?
 - b. How does client's cultural status/worldview play a role in her or his current situation? (includes race/ethnicity, SES, disability, gender, sexuality, etc.)
5. Intervention(s)
 - a. Theoretical Framework
 - b. Goals
 - c. Techniques – Provide a self-assessment of the following counseling skills
 - Attending Behavior
 - Reflection of Content
 - Reflection of Meaning
 - Questioning
 - Confrontation
6. ASCA National Model Mindsets and Behaviors:
7. Assessment tools (or processes) used to determine student change:
8. Future Direction(s):

9. Topic of recorded session segment to be presented:

10. Specific issues/questions for group feedback:

THE COLLEGE OF WILLIAM AND MARY

MASTER'S INTERNSHIP

CASE PRESENTATION FORM for Classroom Curriculum and Group Counseling

Counselor: _____ Date: _____

To the best of your ability, please describe the classroom curriculum (guidance) lesson:

Domain: _____ (Academic Development, Career Dev, or Social/Emotional Dev)

Mindsets & Behaviors:
Competency:
Lesson Topic:
Grade Level: _____ Length: _____

Materials Needed:

2. Goals and Objectives

Goal:

Objectives:

Students will be able to:

Goal:

Objectives:

Students will be able to:

Goal:

Objectives:

Students will be able to:

3. Exercises and Procedures

Introduction and Instruction Time

Working Time

Processing Time

4. Evaluation, Homework, and Follow-up Activities

Evaluation:

Homework:

.

Follow-up:

5. Specific issues/questions for group feedback:

Professional School Counseling in Middle and High Schools

School-Family-Community Partnership Project (To be completed Fall semester)

During the Fall Semester, students are required to utilize best practices to develop a school-family-community partnership project to address the specific needs of a target group.

Students will identify and work with a small team of school personnel, family, and community members to implement a suitable school-family-community partnership project. The partnership program must involve family and community members in catering to the needs of the target population.

Specific Steps to the Project:

1. Analyze and use of school data (e.g., suspension rates, attendance, achievement scores, behavioral referrals, failure rates, etc) to identify the target population that will benefit from the project. (CACREP SC Competency J.3)
2. Complete a brief review of the research literature to a) justify the need and appropriateness of the intervention, b) understand the outcome research data and best practices for the intervention and c) to address cultural variables. (CACREP SC Competencies I.5)
3. Identify community, environmental and institutional opportunities that can enhance or impede the development of the students. Complete a Community Asset Map for the area in which the school is located. (CACREP SC Competency E.2)
4. Identify, convene, and collaborate a small team (2-5) consisting of school personnel, family members, and/or community members who will work with you to design and implement a project/activity to meet the needs of the students (possible partners may include the counselor, PTA president, special education teacher, librarian, school psychologist, principal, teachers, and/or community members such as, police officers, grandparents, college students, community service professionals, etc.). (CACREP SC Competency F.4)
5. Develop a shared vision and goals for the program through collaboration with the team. Ensure that program and practice is developed, adapted and modified to be culturally congruent with the needs of the students and their families. (CACREP SC Competency E.3)
6. Determine the role of each stakeholder in the SFC partnership process
7. Plan and design the project along with the help of the partnership/action team. Make sure the project is do-able and manageable.
8. Develop measurable outcomes for the intervention (e.g., pre-post test, pre-post interviews, etc.)(CACREP SC Competency J.2)
9. Develop a timeline for implementing and *evaluating* the project. Include *celebrating* the project with participants and partners as part of the timeline.
10. Implement the project
11. Monitor and evaluate the data (CACREP SC Competency J.3)
12. Provide feedback to the partners about the effectiveness of the activity and how you think it will impact student outcomes. Offer suggestions regarding how the school can continue with the project after the intern leaves the site. (CACREP SC Competency J.3)

The Final Report is due with the portfolio and should speak to all of the above steps (1-12) showing how you achieved each element. In addition,

- Describe how each of the steps above were accomplished, what obstacles you met at each point and how you overcame the obstacles.

- Include artifacts; letters and forms used as well as results of assessments and evaluation tools.
- Describe the collaboration process, how it worked, challenges and successes.
- Discuss any resistance you experienced from any of the stakeholders as well as your efforts to understand and take their perspectives.
- Describe how you took into account the culture of those involved in the program--including yourself. What efforts were necessary to understand and bridge differences?
- What did this assignment teach you about your own personal and professional identity?

Evidence-based Practices Project

Details Coming in January 2019

COLLEGE OF WILLIAM AND MARY
School Counseling Internship Checklist

It is understood that a few of the experiences listed here may not be available to a student counselor, depending on when she/he begins the clinical experience and the unique circumstances of the particular situation. Although this list may not be 100 percent complete at the end of the student counselor's clinical experience, it should reflect a diversified experience and one that is worthy of the time involved by all those concerned with the individual. This is offered as a guide for the student counselor.

1. _____ Met with the principal within the first week of the student counseling internship experience.
2. _____ Discussed and received in written form, if possible, the policies and procedures of the school division and local school which apply to student counselors.
3. _____ Conducted individual, small group, classroom curriculum (guidance), and guidance related educational programs.
4. _____ Examined student records of students with whom the intern is working closely.
5. _____ Conducted at least 4 recorded sessions for review and feedback during the supervision course.
6. _____ Developed weekly supervision schedules with the cooperating school counselor.
7. _____ Provided a copy of the weekly log to the university supervisor.
8. _____ Participated in the following types of meetings:
 - _____ a. Parent conferences
 - _____ b. Team/departmental/ grade level meetings
 - _____ c. Faculty meetings
 - _____ d. Counselor in-service workshops
 - _____ e. Child study and eligibility meetings
9. _____ Participated in child study or eligibility meetings
10. _____ Engaged in consultation with professional support personnel and/or parents.
11. _____ Assisted with the school's annual testing program.
12. _____ Assisted with the school registration and scheduling process.
13. _____ Facilitated career curriculum (guidance) activities.
14. _____ Used a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, and research.

ROLES AND RESPONSIBILITIES OF THE INTERN

The overall goal of the Internship experience is to afford students an opportunity for supervised practice of counseling skills learned in the classroom and to get a first-hand understanding of the counseling services provided in a school setting. Success of the internship program grows out of cooperation among the university, school system, and the school. The expected roles and responsibilities of the intern, site supervisor, and university supervisor are outlined below.

The Counselor Education Program recognizes that the nature of the various counselor education programs, varying placements, and individual skills and experience will affect the role and expectations of the school counseling intern. Therefore, the following recommendations can be altered to fit the situation. The supervising counselor is asked to keep the college supervisor informed if significant deviations from the following general schedule occur.

The school counseling intern should spend the first week of the experience meeting the administrative staff, professional support personnel, and school staff members. The intern will spend considerable time observing the functions of the school counselor and participating when appropriate.

The school counseling intern should assume more involvement in school counseling activities until a full load is carried. Mid-way into the internship experience, the intern should increase their participatory role and subsequently assume responsibility for individual, classroom, small group guidance. The school counseling intern should assume as much responsibility as is possible and practical for planning, organization, and management during the clinical experience. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed school counselor would be expected to perform.

- A. Becomes acquainted with and establishes rapport with the faculty, staff, facilities, materials and policies of the school.
- B. Confers with university supervisor and site supervisor; utilizes effectively suggestions offered for professional growth.
- C. Completes requirements in a timely fashion.
- D. Maintains professional appearance and observes professional ethics.
- E. Conducts individual counseling sessions with students.
- F. Participates in classroom curriculum (guidance) units.
- G. Conducts small group, classroom curriculum (guidance), and guidance related educational programs using appropriate counseling theories and techniques.
- H. Provides consultation services for teachers, parents, and administrators.
- I. Assists with the school's annual testing program.

- J. Participates in child study and eligibility meetings.
- K. Attends faculty meetings, departmental meetings, and professional development workshops and conferences.
- L. Facilitates career curriculum (guidance) activities.
- M. Assists with registration and scheduling process.
- N. Attends weekly group supervision meetings.
- O. Receives at least one hour of individual supervision from the field supervisor per week.
- P. Completes weekly logs and submits to site supervisor.
- Q. Implements suggestions of the university supervisor and site supervisor
- R. Conducts oneself in a professional manner. Interacts professionally and effectively with all school and college personnel, and with parents and the community.
- S. Develops at least three taped cases for presentation to the university supervision group.
- T. Produces a student counseling portfolio.
- U. Accumulates a minimum of 262 hours of direct, as prescribed by the College of William and Mary (and which surpasses the minimums set by CACREP).

ROLES AND RESPONSIBILITIES OF THE SITE SUPERVISOR

1. Introduces the intern to members of the counseling department, faculty, and staff. Locates facilities and materials. Explains policies of the school.
2. Provides the intern with a gradual introduction into counseling and proceeds with more advanced phases of counseling.
3. Encourages creative thinking and planning.
4. Provides at least one hour of individual supervision per week.
5. Confers with university supervisor regarding evaluation of intern's skills, abilities, and attitudes.
6. Observes and evaluates the intern's performance and helps the intern build on strengths and eliminate weakness.
7. Provides a space where the intern can prepare and store personal and professional material.
8. Provides specific direction for the preparation and execution of the intern's classroom and/or small group curriculum (guidance) unit. No lesson should be facilitated without pre-approved plans.
9. Acquaints the intern with overall goals, objectives, and annual plan for the counseling department.
10. Aids the intern in effective time management skills.
11. Shares and interprets pertinent pupil information.
12. Consults with university supervisor.
13. Completes a midterm evaluation and discusses it with the intern and university supervisor.
14. Models desired counseling and professional behavior.
15. Completes and submits final evaluation to the university supervisor.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Serves as liaison between the university and the school.
2. Shares in decisions affecting the school counseling intern in the school.
3. Provides feedback to the intern, offers instructional help and guidance to the intern.
4. Acquaints the public school personnel with the nature and purposes of the internship program during the Orientation Meeting and first visit to the host school(s).
5. Reviews and provides feedback to intern's weekly log of activities.
6. Reviews written evaluation of intern's recorded case presentation.
7. Supervises the portfolio development and reviews portfolio at the conclusion of the internship.
8. Completes a final evaluation and conducts exit interviews upon completion of the internship.

THE COLLEGE OF WILLIAM AND MARY
Evaluation of Student Performance by Field Placement Site Supervisor
For Mid-term and End of Semester Evaluation

The purpose of this evaluation is to provide interns with feedback about their level of skill development and demonstration of personal characteristics on issues related to their professional functioning. The following 5-point scale is used to indicate the intern's capacity to demonstrate the trait or skill referred to on each item.

RATING SCALE

- 5 Counselor excels beyond their experience level, and is well above developmental expectations given amount of counseling experience.
- 4 Counselor performs in this area at a higher level of mastery than their level of experience would suggest.
- 3 Skill or trait is generally demonstrated positively and at a developmentally appropriate level.
- 2 Satisfactory but slightly below where a counselor with this level of experience would ideally be.
- 1 Remedial work or additional training recommended to achieve proficiency expected of a counselor with this level of experience.
- N/A Not applicable or Not Observed

TRAINING THEMES

I. Personal & Professional Behavior
1. Demonstrates openness to new ideas.
2. Demonstrates flexibility.
3. Demonstrates cooperativeness with others.
4. Demonstrates willingness to accept and use feedback.
5. Demonstrates ability to give feedback constructively.
6. Demonstrates awareness of own impact on others.
7. Demonstrates ability to deal effectively with conflict.
8. Demonstrates ability to accept personal responsibility.
9. Demonstrates ability to express feelings effectively and appropriately.
10. Demonstrates attention to ethical and legal standards.
11. Demonstrates initiative and motivation.
12. Comments related to this section:

II. Counseling Process & Skills	Rating
1. Integrates counseling theory and practice.	
2. Demonstrates knowledge and use of nonverbal techniques and behavior.	
3. Shows sensitivity to client concerns and refrains from being judgmental.	
4. Demonstrates listening skills.	
5. Demonstrates appropriate use of open-ended questions/responses.	

6. Demonstrates appropriate use of questions and clarification.	
7. Demonstrates appropriate challenge and confrontation skills.	
8. Uses conceptualizations to set appropriate, specific, concrete counseling goals.	
9. Makes progress toward completion of counseling goals.	
10. Ends counseling sessions effectively.	
11. Demonstrates the ability to establish and maintain a helpful counseling relationship.	
12. Knows when and to whom to refer clients. Works to locate resources in the community that can be used to help students.	
13. Shows appropriate self confidence in interactions with clients.	
14. Understands the role of power dynamics in counseling relationships.	
15. Understands boundary issues in counseling relationships.	
16. Maintains appropriate client confidentiality.	
17. Demonstrates an awareness of how one's own identities might impact interactions with clients.	
18. Incorporates cultural/diversity issues into case conceptualization, assessment, and counseling plans.	
19. Assesses the impact of client's diversity and responds sensitively with the needs of students and their families.	
20. Selects and/or uses appropriate assessments, with attention to cultural bias.	
21. Effectively analyzes assessment information and draws valid inferences.	
22. Comments related to this section:	

III. School Counseling Competencies	Rating
1. Demonstrates ability to provide <u>individual counseling</u> to promote the academic, career, and personal/social development of students.	
2. Demonstrates ability to conduct <u>classroom curriculum (guidance)</u> to promote the academic, career, and personal/social development of students.	
3. Demonstrates effective classroom management skills.	
4. Demonstrates ability to prepare group counseling curriculum and classroom curriculum (guidance) lesson plans.	
5. Demonstrates ability to conduct <u>group counseling</u> to promote the academic, career, and personal/social development of students.	
6. Demonstrates the ability to use procedures for assessing and managing suicide risk	
7. Consults appropriately with teachers, parents, administrators, and community based organizations.	
8. Effectively engages parents and families.	
9. Utilizes peer helping strategies/programs when appropriate.	

10. Advocates for and conducts programs designed to eliminate barriers and enhance student achievement.	
11. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	
12. Conducts classroom curriculum (guidance) activities utilizing differential instructional strategies appropriate for students.	
13. Interprets students' strengths and needs and assesses barriers recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	
14. Demonstrates ability to administer and interpret educational tests.	
15. Demonstrates practical knowledge of special education processes including the design/implementation of prevention and intervention plans.	
16. Utilizes referral procedures with helping agents in the community.	
17. Applies relevant research findings to inform the practice of school counseling.	
18. Demonstrates the ability to develop measurable outcomes for school counseling programs, activities, interventions, and experiences.	
19. Demonstrates the ability to analyze and use data to enhance school counseling.	
20. Demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity and program.	
21. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of students seeking assistance with concerns.	
22. Demonstrates the ability to participate in the design, implementation, management, and evaluation of the school counseling program.	
23. Demonstrates the ability to plan and present school-counseling-related educational programs to parents and teachers.	
24. Comments related to this section:	

**The College of William and Mary
ED C49 Supervised Internship in School Counseling**

**EVALUATION OF SITE SUPERVISOR AND FIELD SITE
BY INTERNSHIP STUDENT**

Student Name: _____ Date: _____

Field Site: _____

Site Supervisor: _____

Each internship student should complete this form and RETURN IT TO THE UNIVERSITY INSTRUCTOR. Please give feedback for the supervisor and site by circling the appropriate rating (1) poor, (2) fair, (3) good, (4) very good, (5) excellent, or (N/A) not applicable.

A. SUPERVISION SKILLS

- | | | | | | | | |
|----|--|---|---|---|---|---|-----|
| 1. | Performs supervisory functions as teacher, counselor, or consultant as appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. | Raises questions that encourage supervisee to explore alternatives of problem solving, seeking solutions, and responding to clients. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. | Establishes good rapport with supervisee. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. | Supports supervisee's professional development. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. | Provides clear and useful suggestions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. | Is sensitive to individual differences and demonstrates flexibility in the supervisory relationship. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. | Assists supervisee in conceptualizing cases when shared by students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. | Gives appropriate feedback to supervisee. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. | Confronts supervisee when appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |

- | | | | | | | | |
|-----|---|---|---|---|---|---|-----|
| 10. | Helps supervisee assess own strengths. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. | Assists supervisee in planning effective client goals and objectives when cases are shared. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. | Has knowledge of supervisee's professional and personal strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 | N/A |

B. SUPERVISOR EFFECTIVENESS

- | | | | | | | | |
|----|--|---|---|---|---|---|-----|
| 1. | Your overall satisfaction with supervisor. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. | Interactions with supervisor contributed to improving your counseling ability. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. | Interactions with supervisor contributed to increasing your self – confidence as a counselor . | 1 | 2 | 3 | 4 | 5 | N/A |

C. SITE EVALUATION

- | | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| 1. | Appropriateness of the site to your orientation within the counseling program. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. | Adequacy of the physical facilities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. | Receptivity of staff toward you as an internship student. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. | Availability of clients for counseling sessions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. | Receptivity of clients to you as an internship student. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. | Provided a variety of professional tasks and activities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. | Availability of needed resources. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. | Staff support for consultation. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. | Provided with appropriate orientation to site and training. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. | Overall rating of this site for future internship students. | 1 | 2 | 3 | 4 | 5 | N/A |

D. COMMENTS



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**Counselor Education Program
TRAINING AND EXPERIENCE OF FIELD PLACEMENT SUPERVISORS**

TO BE COMPLETED BY THOSE INDIVIDUALS WHO SERVING AS WILLIAM & MARY SITE SUPERVISORS FOR THE FIRST TIME.

We are required by our accrediting agency, The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) to keep on file a record of the training and experience of each field placement site supervisor. Please complete this form and return it by mail to Dr. Johnston M Brendel, Clinical Associate Professor of Education, The College of William and Mary, School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795; by fax (757) 221-2328; via e-mail: DrB@wm.edu; or via the student.

Date _____
Name (First, Last, Middle Initial) _____
Job Title _____
Name of School _____
Address of School _____

Work telephone number (incl. area code) _____ FAX _____
E-mail address _____

Education:

College	Degree/Year	Title of Program
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Professional Experience:

Position	Organization	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Current Licenses/Certifications:

Type	State	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of William and Mary students supervised: _____