

M.Ed. Counseling Program
Online Fieldwork Handbook
2025-2026



William & Mary
School of Education

Table of Contents

Table of Contents	2
Faculty Contact Information.....	5
Role Descriptions	6
Student.....	6
Faculty Supervisor.....	6
Field Placement Site Supervisor.....	6
Counseling Practicum and Internship.....	7
Professional Liability Requirement.....	7
CACREP Professional Practice Requirements.....	8
Course Descriptions.....	13
Internship.....	14
Course Objectives.....	15
Practicum.....	15
Internship.....	15
General Course Objectives	15
Fieldwork Preparation and Site Application Procedures.....	15
Fieldwork Preparation	15
Site Qualifications and Requirements	16
International Fieldwork	16
Background Checks.....	18
Site Requirements.....	19
Reporting Concerns/Termination of Site Placement.....	20
Reporting Student Concerns.....	20

Reporting Site/Supervision Concerns.....	20
Termination of Site Agreement	21
Fieldwork and Employment Policies.....	21
Definitions	21
Completing Fieldwork at Place of Employment	21
School Counseling Intern Employment Agreement.....	22
Fieldwork Application Process.....	25
Prerequisites to Fieldwork.....	25
Fieldwork Application Process.....	25
Introductory Letter to Site Supervisors	29
Final Letter to Site Supervisors	29
Course Requirements.....	30
Practicum Hours Requirements	30
Internship Hours Requirements	31
Counseling Requirements.....	32
Record Keeping Requirements.....	33
Supervision Requirements.....	33
Case Presentation.....	34
Focused Discussions.....	35
Recording Guidelines	35
Evaluations	36
Grading	37
Form Samples	38
Online Counseling Program Fieldwork Requirements.....	40
Fieldwork Orientation, Handbook, and Professional Standards Acknowledgment	41

Trainee Background Check Attestation Form	42
Site Supervisor Orientation Attestation Form	43
Supervision Training Attestation Form	44
Practicum Site Supervisor Consultation Form	45
Supervision Agreement	46
Practicum Site Supervisor Consultation Form	51
Faculty Mid-Term Supervisor Consultation Form.....	52
Counselor Clinical Competency Scale	53
School Counselor Clinical and Competency Scale	64
Case Presentation Form	78
Hours Log	79
Student Evaluation of Site	81
School Counseling Intern Employment Agreement.....	86

Faculty Contact Information

Online Fieldwork Inquiries:
fieldwork@wm.edu

OnCampus Fieldwork Inquiries:
fieldwork-ocampus@wm.edu

Noelle R. St. Germain-Sehr, PhD, LPC-S, NCC, ACMHP
Clinical Associate Professor, Counseling Clinical Experience Director
Online CMHC Fieldwork Coordinator
Department of School Psychology & Counselor Education
William & Mary School of Education
Phone: 757-221-2244
nstgermainsehr@wm.edu
Pronouns: they/them/she/her

Stephanie Dorais, Ph.D., LPC, LMHC, ACS, NCC
Clinical Assistant Professor
CMHC On-Campus Fieldwork Coordinator
On-Campus CMHC Fieldwork Coordinator
Department of School Psychology & Counselor Education
Phone: 757-221-2052
sdorais@wm.edu

Julie H. Chamberlain, M.Ed., M.S.
Assistant Director for SC Fieldwork
Online and On-Campus School Counseling Fieldwork Coordinator
Department of School Psychology & Counselor Education
Phone: 757-221-4184
jhchamberlain@wm.edu

Role Descriptions

Student

The major expectations for students participating in fieldwork courses are to participate fully and to achieve the learning goals set forth in the Specific Learning Objectives section of this manual and in the Site Agreement Form provided in the Form Samples section of this manual.

Faculty Supervisor

The fieldwork courses will be facilitated by faculty supervisor. The responsibilities of the faculty supervisor are defined in the Site Agreement Form provided in the Form Samples section of this manual and include the following:

1. Oversight of the delivery of fieldwork course activities
2. Provision of synchronous group supervision which averages a minimum of 1.5 hours per week
3. Communication with Site Supervisor regarding student progress through completion of a virtual site visit each semester
4. Observation of each student's counseling activities through review of recorded sessions
5. Communication with field placement site supervisors appropriate to the students' training level
6. Monitoring student effort and progress toward fulfillment of course objectives
7. Completion of final performance assessment for students
8. Evaluation of student performance in course
9. Collection and maintenance of students' paperwork

Field Placement Site Supervisor

Field placement site supervisor responsibilities and expectations are defined in the Site Agreement Form provided in the Form Samples section of this manual.

Counseling Practicum and Internship

As part of the Online M.Ed. in Counseling program (CMHC, School Counseling, and CMHC-Military-Veterans concentrations), students are required to complete a clinical course sequence that integrates classroom instruction with field-based practicum and internship experiences under the supervision of qualified field supervisors and program faculty. The clinical course sequence consists of a 100-hour practicum completed over the equivalent of one 15-week semester (two 7.5-week minimesters) and two 300-hour internships completed over the equivalent of two 15-week semesters (four 7.5-week minimesters) in which students work as counselors in a clinical mental health setting or school counseling setting according to their specified degree program. In addition to the hours conducted in the field site placement, students will have additional synchronous group supervision and coursework requirements. Students will complete their practicum and internship while enrolled in other classes. Any changes to the expected program of study involving fieldwork must be arranged in consultation with the faculty advisor.

Students are responsible for securing their practicum and internship placements. The university's faculty will assist with finding placements; however, the ultimate responsibility for obtaining a placement rests with the student. Students are responsible for complying with site requirements for background check, drug testing, etc. and costs associated with such site requirements.

Practicum and internship placements must be approved by William & Mary faculty prior to the student's placement. The university's faculty will approve both the field placement site and the site supervisor's credentials. The site supervisor for fieldwork placements must have credentials that meet CACREP requirements and must actively participate in your clinical experiences as specified in the Site Agreement. Students should begin exploring fieldwork options early in the program through networking with local schools and mental health facilities. Sites and supervisors must meet program and CACREP requirements throughout the duration of the student's field experience.

Professional Liability Requirement

Students are required to obtain and maintain continual individual professional counseling liability insurance policies while enrolled in practicum and internship. Coverage must be in the amounts dictated by the student's site or school district, and students are responsible for all associated costs of such coverage. Students must submit proof of coverage with their fieldwork application. Individual liability insurance coverage must remain in effect through the duration of the student's field experience.

The American Counseling Association (ACA), the American School Counselor Association (ASCA), and the American Mental Health Counselors Association (AMHCA) offer liability insurance coverage to master's level student members as part of the student membership dues.

In addition, students who are enrolled in the Counseling Practicum and Internship courses who are also acting as agents of the Commonwealth (such as by participating in a placement at William & Mary or another Commonwealth Agency) are entitled to coverage under the Commonwealth's Risk Management plan, which includes medical malpractice liability coverage. This coverage does not replace the individual liability insurance purchasing requirement.

CACREP Professional Practice Requirements

The Online Counseling Program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP provides programs with requirements specific to the practicum and internship (i.e., “fieldwork” experiences). The CACREP requirements, and related definitions, are provided here:

Section 4: Professional Practice

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

ENTRY-LEVEL PROFESSIONAL PRACTICE

A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

F. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.

G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

- CACREP standards and definitions related to supervised practicum and internship;
- supervision agreement;
- evaluation procedures and requirements; and
- policy for student retention, remediation, and dismissal from the program.

H. Written supervision agreements:

- define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
- include emergency procedures; and
- detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

- relevant certifications and/or licenses,
- relevant training for in-person and/or distance counseling supervision, and
- relevant training in the technology utilized for supervision.

O. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:

- have completed entry-level counseling degree requirements consistent with CACREP standards;
- have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
- be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

P. Fieldwork site supervisors have:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

PRACTICUM

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- a counselor education program core or affiliate faculty member, or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
- a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

- a counselor education program faculty member or

- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

INTERNSHIP

U. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

V. Internship students complete a minimum of 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

- a counselor education program faculty member, or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
- a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

- a counselor education program faculty member or
- a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

AA. Practicum and internship students are not combined for group supervision.

BB. Group supervision for practicum or internship students should not exceed 12 students per group.

2024 Standards Glossary

The terms listed here are used in the standards and have contextual meaning in relation to them. The Glossary does not provide definitions for terms and concepts used in counseling and counselor education.

Academic term - The institutionally defined unit of time of course delivery (e.g., quarter, semester).

CACREP specialized practice area(s) - In the context of these standards, CACREP specialized practice areas are those delineated in Section 5.

Core counselor education faculty - See Faculty.

Counselor education - A distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the counseling profession, and hold strong professional counselor identities. At the doctoral level, counselor education programs may focus on the preparation and training of future academic professionals who will teach the curriculum of counseling theory and practice and include specialized practice areas.

Counselor education program - The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.

Course credit hours - The number of credit hours of the course, not the number of student credit hours generated by the course.

Direct service - Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Entry-level - In the context of these standards, entry-level refers to a minimum of a master's degree program.

Faculty - Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty

designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty. Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

Formative and summative evaluations - Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.

Group supervision - See Supervision.

Individual supervision - See Supervision.

Internship - A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.

Live supervision - See Supervision.

Practicum - A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

Supervision - Group supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. Individual supervision: A tutorial and mentoring relationship between a member of the counseling profession and one counseling student. Live supervision: Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session. Triadic supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Systematic - In a regular, planned, and comprehensive manner.

Triadic supervision - See Supervision.

Copyright © 2023 Council for Accreditation of Counseling and Related Educational Programs (CACREP). All rights reserved

Course Descriptions

As part of the Online M.Ed. in Counseling Program, students are required to complete a clinical course sequence that integrates classroom instruction with field-based internship experience under the supervision of qualified field supervisors and program faculty. The term “**fieldwork**”

will be used throughout this manual when referring to both the practicum and internship experiences in totality. The specific terms “practicum” and “internship” refer to the experiences as described below.

As part of the fieldwork requirements, students must complete a specific minimum number of hours of counseling-related activity at a fieldwork site. A specific number of these hours must be “direct service hours.” CACREP (the accrediting body for counseling programs) defines as “direct service hours” as follows:

Direct service - Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

Practicum

The counseling Practicum course (EDUC C42) is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a minimum of 100 clock-hours (40 direct service hours) engaged in counseling-related activities in a field setting under supervision by the counseling faculty and qualified field placement site supervisors. Synchronous group supervision by faculty is required and the hours apply as indirect hours toward the 100 clock-hour requirement.

The Practicum is a self-contained experience. No hours may be carried over from Practicum to Internship. This is a CACREP requirement and there are no exceptions to this policy.

Per CACREP requirements, students may not begin Internship until they have successfully completed all Practicum requirements (including required hours).

Internship

The counseling Internship course is designed to give post-practicum students in counseling the opportunity to put into practice the skills and knowledge they have acquired through their course work and practicum experience. The Internship course consists of two 300-hour internships completed over the equivalent of two 15-week semesters (four 7.5-week minimesters) in which students work as counselors in a clinical mental health or school counseling setting. Each semester, students complete a minimum of 300 clock-hours (120 minimum direct) engaged in counseling related activities in a clinical/school counseling field experience setting under supervision by both the counseling faculty and approved field placement site supervisors.

Synchronous group supervision by faculty is included toward the 300 clock-hour requirement each semester.

Course Objectives

Practicum

The major goal of the counseling practicum course is to help students begin to 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. Weekly group and individual or triadic supervisory meetings and various assigned activities are designed to give Practicum supervisors and faculty the opportunity to assess the student's counseling performance in relation to client goals and to the counselor's professional development.

Internship

The major goal of the counseling Internship course is to provide students with the opportunity to apply their theoretical knowledge and practical skills to specific client cases within a professional counseling setting.

General Course Objectives

A fundamental premise of the fieldwork courses 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.

Fieldwork Preparation and Site Application Procedures

Fieldwork Preparation

Students obtain information about fieldwork throughout their program through the SOE-I Program Office Fieldwork Module in Canvas. This module contains active links to the fieldwork manual, fieldwork application procedures, links and forms, a Frequently Asked Questions page, and a Fieldwork Discussion Board where students may post and respond to questions about fieldwork as well as receive answers to direct questions from the Counseling Clinical Experience Director.

In addition to the Canvas Module, the Counseling Clinical Experience Director will provide a Fieldwork Orientation during Residency 1. The fieldwork orientation provides information that

addresses the entirety of the fieldwork experience (Practicum and Internship). The Counseling Clinical Experience Director is readily available to respond to questions related to internship preparation and experience.

Site Qualifications and Requirements

Students may not see clients or earn hours towards practicum and internship during breaks between Practicum and Internship 1. Students may not see clients or earn hours during winter break (between the end of fall semester and the beginning of spring semester).

International Fieldwork

All fieldwork experiences must be completed within the United States. International fieldwork placements are not allowed for students who enrolled in the Online Counseling Program after spring 2022.

CMHC & CMHC-MVC Sites

Field placement sites for CMHC and CMHC-MVC practicum and internship characteristically consists of community mental health clinics, private practices, or institutions of higher learning which offer mental health or preventive counseling services in both individual and group settings and allow recording of sessions. The program structure is designed to allow CMHC and CMHC-MVC students to use the same site for practicum and internship, though this is not required. CMHC-MVC students use the same sites as CMHC students.

Although we *allow* students to consider federal sites (such as VAMC or The Vet Center) for fieldwork placements, we ***strongly encourage students to complete fieldwork in community settings*** for the following reasons:

- More military connected individuals access services through community agencies than through VAMCs, which means students will be able to reach a larger portion of the military-connected population by working in a community setting
- Making services more accessible to military-connected clients by providing them in community agencies is direct social justice advocacy
- There are extremely limited opportunities available at federal sites
- Federal sites are historically limited to psychology and social work interns
- The paperwork and placement process for federal sites is lengthy and complex
- There are expectations and politics related to these sites that require strict adherence to prescribed protocol and can damage relationships between sites and the university if students do not follow the procedures provided

Students interested in completing fieldwork at a federal site **MUST** contact the Counseling Clinical Experience Director for specific procedural requirements for federal sites.

Most website addresses (URLs) for government sites use the “.gov” extension. If you are unsure if the site you are interested in is a federal site, contact the Counseling Clinical Experience Director for assistance.

School Counseling Sites

Field placement sites for School Counseling students shall only consist of public K-12 school settings with a comprehensive developmental model of school counseling. Site placements must fall under the operation of a state educational system and be funded by the local, state, and/or federal tax dollars.

School Counseling students are required to gain experience in elementary and secondary (middle school *or* high school) levels. Students who begin internship in a fall semester may complete both semesters of Internship (all 600 hours of Internship) at the same school if the district allows them to do so. Students who begin internship in a spring semester should expect to conduct internship in spring and fall in different placements.

School counseling students must follow the specific procedures for seeking fieldwork placements in school settings that are provided in the *Fieldwork Application Process* section of this manual.

Site Supervisor Qualifications

Fieldwork site supervisors have:

1. a minimum of a master’s degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master’s professional experience relevant to the CACREP specialized practice area in which the student is enrolled;* (Please note: MVC is NOT a CACREP specialized practice area. Therefore, supervisors need a minimum of two years of post-master’ professional experience in CMHC for students in CMHC or MVC. School counseling supervisors should have a minimum of two years of post-master’s professional experience relevant to school counseling.)
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and
6. knowledge of the program’s expectations, requirements, and evaluation procedures for students.

Final determination as to the appropriateness of a potential site supervisor's qualifications rests with the Counseling Clinical Experience Director.

Student Experience Requirements

In order to be approved as a fieldwork placement, sites must be willing to provide opportunities for the students to obtain experience providing direct services hours (including individual counseling) to clients/students as follows:

- **For Practicum:** Students must complete a minimum of 100 supervised clock hours (minimum of 40 direct counseling hours) over two 7.5-week minimesters. No hours from Practicum may carry over to internship. Students may not proceed to Internship until Practicum requirements are successfully completed.
- **For Internship:** Students must complete a minimum of 600 supervised clock hours (minimum of 240 direct counseling hours) over four 7.5-week minimesters.
- All fieldwork students are required to obtain 10 hours of group counseling experience during the *entirety* of their field experience (not 10 hours per semester, but 10 hours total during Practicum and Internship combined). *NOTE: Students who are unable to fully complete this requirement during Practicum will need to complete any remaining group counseling hours during their Internship.
- Students must attend 1 hour per week of individual/triadic supervision with a site supervisor who meets CACREP supervisor requirements (noted in ***Site Supervisor Qualifications*** section below)
- Students must attend all synchronous faculty-led group supervision class meetings. Practicum classes will meet synchronously for 2 hours every week. Internship classes will meet either 2 hours per week or 3 hours every-other week.
- Students must record a minimum of 2 individual counseling sessions per semester (with client/parent consent) for review in synchronous group supervision sessions facilitated by a university supervisor
- Students must receive verbal and written feedback on a counseling session conducted by the student observed (live or recorded) by the site supervisor. The Site Supervisor Observation Form is provided in the Canvas course shell each semester.

Background Checks

All Virginia school divisions are required by state code to obtain background checks on their employees, including fieldwork students in their schools. This is true of most (if not all) school divisions in all states and the District of Columbia as well as true of most Clinical Mental Health fieldwork sites, especially those working with minors.

Once a fieldwork student is notified that they have been assigned a placement through a school district or CMHC setting, the fieldwork student is responsible for obtaining the school district/CMHC site policy on how to obtain the required background check, which must be completed prior to the beginning of clinical experiences. Responsibility for having the background check completed and submitted to the appropriate agency (i.e. site/school district) resides solely with the fieldwork student. In addition, any cost associated with the required background check will be the responsibility of the fieldwork student.

Fieldwork students must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check regardless of whether a fieldwork site requires a background check. If a fieldwork student is concerned that a prior conviction may prevent the granting of a school counseling license/certificate or professional counseling license by the state, then he or she should seek the advice of the Counseling Clinical Experience Director. Acceptance or termination of a placement based on the results of a background check is at the discretion of the school district/site.

Site Requirements

Sites must be able to provide fieldwork students with opportunities to utilize all resources available (e.g., direct services, observations of other staff providing direct service, reading materials, in-service training programs, training in clinical and administrative technology, learning about tests that the agency uses, etc.) to maximize their understanding of and effectiveness in the professional setting in which they have been placed. There must be sufficient space for effective, confidential, counseling service, and the site must allow for recording of a student's clinical work. The faculty supervisor must have sufficient access to the field site (through virtual site visits and availability of the site supervisor for consultation) to be able to maintain administrative control over the clinical instruction program.

Semester Breaks

Students may not be at fieldwork sites/schools as practicum students or interns during the breaks between semesters (i.e., between Practicum and Internship 1 or between Internship 1 and Internship 2).

Physical Presence of Clinician on Site

A clinician or school administrator must be physically present at the fieldwork site any time the fieldwork student is providing direct services to clients/students. The clinician/administrator does not need to be in the counseling room; they must be available on site for emergency situations. For sites that provide counseling services in clients' homes or off-site, a staff member must be present at the physical location where services are being provided to clients by the fieldwork student. Students working with clients via telehealth from home must have their supervisor accessible via phone while providing direct counseling services to clients.

Means of Client/Student Communication

The site is responsible to provide a method for clients to communicate with student counselor via the site and should not give clients access to the student-counselor's personal phone number or email address. The site must have a system in place for clients/students to leave messages/contact the student counselor such as leaving a message or voicemail at the site's phone number, providing HIPAA- and/or FERPA-compliant e-mail address for the student through the site email system, and/or other method that complies with HIPAA and FERPA regulations. Students who initiate phone calls to clients from a personal phone should block their outgoing number when making calls by pressing *67 prior to dialing the client's number.

Payment/Insurance Billing

Students may collect payments for the practice/agency from clients but may not keep payments received from clients for counseling services they provide. Students may receive a stipend for their internship paid to them by the practice/agency. Providers may not bill a third-party payer (i.e., insurance company) for services provided by a master's-level practicum student or intern *unless such a practice is allowed under state law and allowable in the contracts between the provider/agency and the insurance companies.*

Reporting Concerns/Termination of Site Placement

Reporting Student Concerns

Site supervisors are asked to discuss concerns related to trainee performance directly with the trainee and to notify the faculty supervisor immediately upon identification of concerns. In addition to emailing the faculty supervisor, site supervisors are asked to note concerns on the Supervisor Consultation Form for practicum trainees and on the mid-term evaluation form for both practicum and internship trainees. Site supervisors should consult with faculty supervisors regarding any concerns identified, provide details of actions taken to address concerns directly with the trainee, and provide written feedback in formal evaluations for documentation purposes, and provide written feedback in formal evaluations for documentation purposes.

Reporting Site/Supervision Concerns

Trainees may encounter issues of concern at a site placement or with a site supervisor. Trainees must follow and document their attempts to follow the American Counseling Association Code of Ethics standard D.1.d. (Establishing Professional and Ethical Obligations), which states:

Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team's decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

If trainees cannot resolve concerns with their site supervisors, they should inform the faculty supervisor of the issue, who will provide support and direction. If the faculty supervisor deems it warranted, the faculty supervisor will appraise the Fieldwork Coordinator of the matter.

Termination of Site Agreement

Trainees are expected to fulfill the contract between the trainee, fieldwork site, and university through the date stated on the Site Agreement Form. If a trainee is unable or unwilling to fulfill the contract agreement, the trainee should consult the site supervisor, faculty supervisor, and Fieldwork Coordinator to discuss their request for a change to the contract.

If the trainee's learning experience appears compromised or ethical or legal concerns arise, the Fieldwork Coordinator may decide to reassign the trainee to a new field placement site.

The Professional Performance Review Process (as described in the Student Handbook for the Counselor Education Program) may be initiated at the faculty's discretion

- For any student who is dismissed from a fieldwork placement for ethical or professional concerns regardless of whether the dismissal is immediate or a request by the site to terminate the placement at the conclusion of a semester prior to the contracted end date.
- For any student who terminates a fieldwork placement prematurely without first meeting with the site supervisor, faculty supervisor, and Counseling Clinical Experience Director to attempt to resolve concerns with the site supervisor or fieldwork placement.

Fieldwork and Employment Policies

Definitions

CACREP (2016) defines the practicum and internship experiences as follows:

“Practicum - a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship (p. 43).”

“Internship - a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives (p. 42).”

Completing Fieldwork at Place of Employment

In accordance with the CACREP definitions of practicum and internship (CACREP, 2016), fieldwork experiences are to be distinctly differentiated from a students' pre-existing work experiences (even if these experiences include current employment in a behavioral health or school environment).

However, if certain conditions are met, students may be allowed to obtain approval for a fieldwork placement at their place of employment. These arrangements are reviewed by the Counseling Clinical Experience Director on a case-by-case basis to determine that they meet the following requirements:

- The student cannot accrue fieldwork hours for performing their regular job duties.
- Fieldwork activities must be substantially different from the student's regular job duties and should go beyond students' current competencies and skills.
- Students must work with different clients than those that the student works with during his/her regular hours of paid employment.
- The supervisor for fieldwork must be a different person than the employment supervisor and must hold no managerial functions that would create a dual relationship or impact the student's evaluation as an employee at the site. For example, a site supervisor who is the supervisor for the student's own employment supervisor would constitute a dual relationship, as would a site supervisor who is the owner of the business where the student is employed.
- There must not be any conflicts of interest or dual relationships that are created by the student being both a fieldwork student and a paid employee at the site.

By requesting permission to complete a fieldwork placement within a site or school district where they are currently employed, students accept the risk that any issues that emerge in relation to their role as an employee of the district may impact (including terminating) their fieldwork placement and may require them to repeat the fieldwork placement. Students also accept the risk that any issues that emerge in relation to their role as a fieldwork student may impact their employment with the district.

Final determination as to the suitability of all field placement sites rests with the Counseling Clinical Experience Director.

School Counseling Intern Employment Agreement

The William & Mary Online Counseling Program **does not allow** students at the Practicum level to be employed as school counselors and/or school counseling long-term substitutes.

Students are allowed to be hired as school counselors and/or school counseling long-term substitutes during either or both of their 300-hour internships with the understanding that the student is a master's student, is not provisionally or fully licensed as a school counselor and must be able to prioritize their graduate requirements while employed by the district.

By requesting permission to complete an internship in a paid position within a school district, students accept the risk that any issues that emerge in relation to their role as an employee of the district may impact (including terminating) their internship placement and may require them to repeat the internship placement. Students also accept the risk that any issues that emerge in relation to their role as an intern may impact their employment with the district.

The district, principal, student, site supervisor, and William & Mary Fieldwork Coordinator agree to the following conditions for allowing students to serve as school counselors and/or school counseling long-term substitutes:

The W&M graduate student must be able to:

- Remain at the internship placement through the end of the William & Mary academic semester* and to complete all course requirements for internship including accruing a minimum of 120 direct service hours (300 total hours) per semester, regardless of when employment concludes.
- Meet for individual supervision with the Site Supervisor (who must meet CACREP requirements for Site Supervisors) for a minimum of one hour weekly and must have their hours approved weekly in the program's fieldwork management system.
- Maintain consistent communication and collaboration with Site Supervisor, with an understanding that the internship student is a school counselor-in-training and may need to refer or consult more frequently on issues that may be beyond their current scope of training.
- Attend faculty-led group supervision (i.e., class) virtually in their assigned section with their Faculty Supervisor according to the course schedule and in accordance with the requirements for course attendance. These include, but are not limited to, the following requirements: (1) Attend from a private and secure location without interruption by others, (2) Fully participate in class discussion with camera on for the duration of the class meeting, (3) Refrain from engaging in any work-related or alternative activities during scheduled class time.
- Ensure and document through their hours logs that the time spent at the job site aligns with ASCA's guidelines of a minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support.
- Teach classroom lessons, facilitate groups, and meet with students individually.
- Present case presentations as described in the course assignments that meet the current requirements for case presentations. These may include recording themselves counseling a student, facilitating a group, or teaching a classroom lesson.
- Complete all required Internship assignments, including, but not limited to creating professional goals, completing a site report, and submitting at least one Site Supervisor Session Observation Form per semester.

*Ability to switch internship placements during the academic semester will be determined by the Fieldwork Coordinator and School Counseling Lead on a case-by-case basis.

Fieldwork Application Process

Prerequisites to Fieldwork

Students are required to complete the following prerequisites prior to beginning EDUC C42 Supervised Practicum in Counseling:

EDUC C43	Professional, Ethical & Legal Issues in Counseling
EDUC C32	Theories of Counseling & Psychotherapy
EDUC 624	Theory & Practice of Multicultural Counseling
EDUC F09	Human Growth & Development
<i>EDUC C46</i> <i>EDUC C35</i>	<i>Contemporary Issues in CMHC OR</i> <i>Introduction to School Counseling</i>
EDUC C33 + EDUC C10	Techniques of Counseling + Residency 1
EDUC 645	The Counselor and Psychopathology
EDUC C34 + EDUC C11	Group Therapy & Techniques + Residency 2*

*Note: School Counseling students who were admitted in a fall semester will take EDUC C34 and EDUC C11 (Residency 2) concurrently with EDUC C42 Supervised Practicum in Counseling.

Students applying for internship (EDUC C47 or EDUC C49) must have fully completed all prerequisite courses and EDUC C42 Supervised Practicum in Counseling.

If you will not complete the prerequisite courses prior to your anticipated fieldwork start, you are not eligible to apply for fieldwork (See *Note above regarding School Counseling students admitted in a fall semester.)

Please consult your Program of Study for expected completion terms. Contact your faculty advisor with questions.

Telebehavioral Health Training Requirements

In preparation for fieldwork experiences, trainees are expected to obtain knowledge regarding the use of technology in counseling (CACREP 4.D). Therefore, trainees are required to complete telehealth training embedded in the Ethics course that is designed to provide basic knowledge of telemental health service provision.

Fieldwork Application Process

Trainees are encouraged to consider where they will obtain their required clinical experiences early in the program and to start networking with sites and schools in their area as early as the first semester in their program.

Trainees attend a Fieldwork Orientation as part of their first on-campus Residency. Because the faculty and staff need adequate time to complete the site approval process, placement applications for fieldwork have strict deadlines. These deadlines are available in the Canvas Program Office and the Academic Calendar. Trainees must submit a placement application in Supervision Assist every semester of practicum and internship by the application deadline.

CMHC & CMHC-MVC Process

1. The trainee locates a CMHC site placement in the community. Trainees who have more than one fieldwork site placement must submit a placement application for each placement.
2. Trainees who are eligible to start practicum will receive an email invitation to register in Supervision Assist for the semester that the fieldwork placement application is due.
3. Trainees create a placement application in Supervision Assist – See **Step 3: How to Create Placement Application(s)**.
4. Select the appropriate CMHC training plan for the upcoming level (Practicum/Internship), modality (online), semester (fall/spring/summer), and year from the options, if available. If an appropriate Training Plan is not available, click the  button and select the appropriate CMHC level (Practicum/Internship) depending on the Trainee's level for the upcoming semester. If a training plan is requested, type "online" and the semester (fall/spring/summer) and year in the *Application Comments* field.
5. Trainees complete placement application requirements in Supervision Assist – See **Step 4: How to Review and Complete Placement Application Requirements**.
6. Trainees upload liability insurance in Supervision Assist – See **Step 5: Uploading Liability Insurance**.
7. Trainees complete the HIPAA Quiz in Supervision Assist – See **Step 6: Complete the HIPAA Quiz**.
8. Site supervisors register in Supervision Assist and complete all required steps.
9. Fieldwork Coordinator approves placement application.

NOTE: Placements are not approved until all requirements are completed by trainees and site supervisors, and the placement is finalized in the fieldwork management system by the Fieldwork Coordinator.

CMHC-MVC Process – Federal Site Process

Trainees seeking placements in federal sites must consult with the Fieldwork Coordinator before approaching any federal sites directly. Trainees should email the Fieldwork Coordinator at fieldwork@wm.edu (put CMH at start of Subject section of email) and the Fieldwork Coordinator will notify the trainee of the site approval process.

School Counseling Process

School Counseling students are required to gain experience in elementary and secondary (middle school or high school) levels. Students who begin internship in a fall semester may (but are not required to) complete both fall and spring semesters of Internship (all 600 hours) at the same school if the district allows them to do so. Students who begin internship in a spring semester should expect to conduct internship in spring and fall in different placements.

School counseling trainees should first check the list of school districts below and follow instructions for those districts specifically. For all other districts, trainees should contact school districts and ask if the university coordinates the placement or if the trainee contacts the schools directly. Follow the appropriate process below depending on whether the trainee or university coordinates the placement.

University Coordinates Placement

If online trainees are seeking a placement in one of the school districts listed below or in a district that wants the university to coordinate placements, trainees should follow the Application Process below.

- Chesterfield
- Fairfax
- Gloucester
- Hampton
- Hanover
- Henrico
- Hopewell
- Loudoun County
- Montgomery County Public Schools (VA)
- New Kent
- Newport News
- Williamsburg James City County
- York County

Coordination for these districts is handled by the Assistant Director for School Counseling Fieldwork.

Williamsburg-Area Districts (especially WJCC) typically receive more requests than they can handle. Therefore, trainees requesting one of the Williamsburg-area districts listed above may be asked to submit additional placement applications as back-up options.

Application Process:

1. Trainees who are eligible to start Practicum will receive an email invitation to register in Supervision Assist the semester that the fieldwork placement application is due.
2. Trainees create a placement application in Supervision Assist for the school district where they are seeking a placement – See **Step 3: How to Create Placement Application(s)**.

- a. Select the appropriate training plan for the upcoming level (Practicum/Internship), modality (online), semester (fall/spring/summer), and year from the options, if available. If an appropriate training plan is not available, click the  button and select the appropriate SC level (Practicum/Internship) depending on the Trainee's level for the upcoming semester. If a training plan is requested, type "online" or "on-campus" and the semester (fall/spring/summer) and year in the *Application Comments* field.
 - b. Select the *school district* as the Supervision Site. If the district is not listed in the Supervision Sites Directory, use the  button to add the district. NOTE: The school district Contact Name, Office Phone, and Email fields are ***required*** to coordinate a placement.
 - c. Select "*Fieldwork Coordinator*" as the Site Supervisor.
3. Trainees complete placement application requirements in Supervision Assist – See **Step 4: How to Review and Complete Placement Application Requirements.**
 4. Trainees upload liability insurance in Supervision Assist – See **Step 5: Uploading Liability Insurance.**
 5. Trainees complete the HIPAA Quiz in Supervision Assist – See **Step 6: Complete the HIPAA Quiz.**
 6. Once the district assigns the trainee to a school, the Fieldwork Coordinator changes the site placement to the school site and selects or invites the site supervisor to register in Supervision Assist.
 7. Site supervisors register in Supervision Assist and complete all required steps.
 8. After trainees register for their fieldwork course (C42 or C49), a faculty supervisor is assigned to the placement application.
 9. The faculty supervisor signs the Supervision Agreement Form.
 10. Fieldwork Coordinator approves placement application after the trainee, site supervisor, and faculty supervisor have completed/signed all required paperwork.

NOTE: Placements are not approved until all requirements are completed by trainees and site supervisors, and trainees may not begin fieldwork placements until the placement is approved by the Fieldwork Coordinator.

Trainee Coordinates Placement

If Trainees coordinate the placement directly with the *school*, trainees should follow the steps below:

1. Trainee locates a school placement in the district.
2. Trainees who are eligible to start practicum receive an email invitation to register in Supervision Assist the semester that the fieldwork placement application is due.
3. Trainees create a placement application in Supervision Assist – See **Step 3: How to Create Placement Application(s).** If the school is not listed in the Supervision Sites Directory, the name of the school district should be noted in the "Department" field of the New Supervision Site form.

- a. Select the appropriate Training Plan for the upcoming level (Practicum/Internship), modality (online), semester (fall/spring/summer), and year from the options, if available. If an appropriate Training Plan is not available, click the  button and select the appropriate SC level (Practicum/Internship) depending on the Trainee's level for the upcoming semester. If a training plan is requested, type "online" and the semester (fall/spring/summer) and year in the *Application Comments* field.
4. Trainees complete placement application requirements in Supervision Assist – See **Step 4: How to Review and Complete Placement Application Requirements.**
5. Trainees upload liability insurance in Supervision Assist – See **Step 5: Uploading Liability Insurance.**
6. Trainees complete the HIPAA Quiz in Supervision Assist – See **Step 6: Complete the HIPAA Quiz.**
7. Site supervisors register in Supervision Assist and complete all required steps.
8. After trainees register for their fieldwork course (C42 or C49), a faculty supervisor is assigned to the placement application.
9. The faculty supervisor signs the Supervision Agreement Form.
10. Fieldwork Coordinator approves placement application after the trainee, site supervisor, and faculty supervisor have completed/signed all required paperwork.

NOTE: Placements are not approved until all requirements are completed by trainees and site supervisors, and trainees may not begin fieldwork placements until the placement is approved by the Fieldwork Coordinator.

Site/Supervisor Screening and Approval

The Fieldwork Coordinators will provide the site supervisor with an orientation to clarify training expectations, supervisor qualification requirements, and roles and will confirm the site's ability to meet these expectations.

If the site or school district cannot meet the program requirements, the student will be informed to submit a new fieldwork application.

Introductory Letter to Site Supervisors

During the first two weeks of the first semester of fieldwork, the faculty supervisor will send site supervisors an introductory letter, which will outline the purpose, goals, and schedule of the course. In addition, the supervisors will be informed about the evaluation form that they will be asked to complete as part of the fieldwork requirements.

Final Letter to Site Supervisors

Near the end of each semester of the fieldwork, the faculty supervisor will send a letter to all site supervisors, thanking them for their participation and their completion and submission of the student evaluation and soliciting their general feedback regarding the fieldwork experience.

Course Requirements

Practicum Hours Requirements

Students participating in the Practicum course will be required to devote a minimum of 100 clock-hours at a field site placement and in synchronous online supervision with the faculty supervisor in accordance with the schedule provided below across two 7.5-week minimesters. If more direct hours are completed, reduce indirect hours accordingly.

Minimum direct hours providing counseling-related services to clients (10 hours of group facilitation experience must be accrued during practicum or internship)	40 hours (minimum)
Minimum individual/triadic supervision with site supervisor (1 hour per week)	15 hours
Synchronous faculty-led group supervision (2 hours per week for 15 weeks)	30 hours
Other activity as determined by site supervisor	15 hours
Total	100 hours

Practicum Course Requirements

- 100 clock hours (minimum 40 direct) at a school or CMHC site placement completed during two 7.5-week minimesters
- 1 hour per week of individual or triadic (2 supervisees and 1 supervisor) supervision with the site supervisor
- Approximately 8-10 hours per week on-site
- Synchronous faculty-led group supervision 2 hours per week (online)
- Pass/fail (no incomplete option)
- Passing grade = 100 total hours including the hours listed below
 - 40 direct service
 - 15 hours individual/triadic supervision with site supervisor
 - A minimum of 24 hours of faculty-led group supervision (depending on faculty schedule of classes - students must fully attend all scheduled class meetings)

Students missing any of the requirements above will earn a failing grade and must repeat the entire practicum experience.

Internship Hours Requirements

Students participating in the Internship Course will be required to devote a minimum of 600 total hours of internship activity over four 7.5-week minimesters in accordance with the schedule provided below. If more direct hours are completed, students may reduce indirect hours accordingly. Students (especially in clinical mental health settings) should expect to over-book their direct client hours due to the frequency of client cancellations and “no shows.” Students must remain at their fieldwork placement for the duration of the semester regardless of the number of hours accrued.

Minimum direct hours providing counseling-related services to clients (10 hours of group facilitation experience must be accrued during practicum or internship)	Minimum 240 hours
Individual or triadic supervision with site supervisor (1 hour/week)	Minimum 30 hours
Synchronous group supervision (3 hours every-other week or 2 hours per week)	Minimum 48 hours
Other activity as determined by site supervisor (varies based on synchronous group supervision schedule)	Remaining hours to equal 600
Total internship hours 600 hours	

Internship Course Requirements: Students are encouraged to earn a minimum of 300 clock hours (120 direct) in each semester of internship and to earn hours at a consistent pace. Students must remain at their fieldwork site through the entirety of each semester regardless of the number of hours accrued. Grading breakdowns for Internship 1 and 2 are noted below:

Internship 1 & 2 requirements:

- Complete 600 hours clock hours (minimum 240 direct) of counseling-related activity at a school or clinical mental health site placement (approximately 20-25 hours per week on-site)
 - Hours must be completed over four 7.5-week minimesters
 - Direct hours include facilitation or co-facilitation of at least 10 hours of psychoeducational or counseling groups at the site/school during practicum or internship
- Attend 1 hour per week of individual/triadic supervision with site supervisor (minimum 30 hours total)

- Attend all synchronous group supervision meetings with faculty/class 2 hours weekly or 3 hours bi-weekly (minimum 48 hours)

Internship 1 Grading

PASS = Minimum 300 hours (120 direct) including 15 hours minimum of on-site individual/triadic supervision and 24 hours minimum of synchronous faculty-led group supervision (depending on class scheduled classes – students must attend all scheduled class meetings)

INCOMPLETE = Minimum 200 hours (80 direct) including 15 hours minimum of on-site individual/triadic supervision and 24 hours minimum of synchronous faculty-led group supervision (depending on faculty class schedule – students must attend all scheduled class meetings)

FAIL = Less than 200 hours (80 direct), less than 15 hours of on-site individual/triadic supervision, *or* less than 24 hours of synchronous faculty-led group supervision (depending on faculty class schedule – students must attend all scheduled class meetings)

Internship 1 students who earn hours in excess of the 300 total (120 direct hours) required to pass Internship 1 may carry over a maximum of 100 total hours (40 of which may be direct) to apply towards the Internship 2 hours requirements. All hours must be logged and approved during the semester in which Internship 1 takes place. Hours completed during Internship 1 cannot be logged during Internship 2.

Internship 2 Grading

PASS = When combined with Internship 1, student has a minimum of 600 hours including 240 direct hours, 30 hours minimum of on-site individual/triadic supervision, and 48 hours minimum of synchronous faculty-led group supervision (depending on faculty class schedule – students must attend all scheduled class meetings). Student must have at least 10 hours of group facilitation/co-facilitation experience in practicum or internship.

FAIL = Less than 600 hours, less than 240 direct hours, less than 30 hours of on-site individual/triadic supervision, less than 48 hours of synchronous faculty-led group supervision (depending on faculty class schedule – students must attend all scheduled class meetings), *or* student did not obtain at least 10 hours of group facilitation/co-facilitation experience in practicum or internship.

Counseling Requirements

Students are required to complete a specific minimum number of direct contact hours with clients (40 for practicum; 240 for internship), which includes significant individual counseling experience. Students must complete a minimum of 10 hours of group counseling in an approved field placement at some point during their practicum and/or internship experience. Students must facilitate or co-facilitate a psychoeducational or counseling group. Students are encouraged to

co-facilitate a counseling group with a seasoned professional but are also allowed to independently lead groups. If a prospective site does not offer group counseling services, students are encouraged to inquire if the site would allow them to create and facilitate a time-limited group to fulfill this requirement. *Students who do not attend, log, and have their supervisor approve direct counseling hours as noted below will not pass the practicum or internship course and will be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements:*

- *Practicum = 40 direct hours*
- *Internship = 240 direct hours*
- *10 hours group facilitation/co-facilitation* - These hours are included in the total direct hours noted above (40 practicum/240 internship) and are not required in addition to those hours.

Record Keeping Requirements

Students participating in the fieldwork courses will be required to maintain selected written records related to their counseling activities, including (but not limited to) case progress notes, authorization for recording, and exchange/release of information authorization. All written client records will be stored in the client's file at the site. Client records are *never* to be removed (in whole or part) from the site and should always be secured when not in use. Clinical sites conducting telemental health should provide students access to the electronic health records (EHR) system. All notes must be completed at the site for in-person sessions or on a secure electronic system housed at the site that can be accessed remotely for telemental health sessions. Student should not use personal computers for storing client notes. Consents for Recording will be kept at the site. Students will be asked to confirm when they record sessions in Supervision Assist that they have a consent on file at the site.

Supervision Requirements

Students are required to obtain regular scheduled supervision from both their field site supervisor and the faculty supervisor throughout the internship experience:

On-site Individual or Triadic Supervision:

Students must participate in one hour of individual or triadic supervision per week with their designated field site supervisor. In school counseling settings, this may be divided into two scheduled 30-minute meetings per week if needed. Some sites offer students the opportunity to participate in group supervision at the site. On-site group supervision is not a program requirement, but students are encouraged to attend if possible. Group supervision may not be substituted for individual/triadic supervision. *Students who do not attend, log, and have their supervisor approve 1 hour of individual/triadic supervision per week (15 hours minimum each semester/course) will not pass the practicum or internship course and will be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements.*

Supervision involves discussion of counseling cases, site issues, professional development, and any issues that affect your counseling of clients including:

- Professional concerns
- Personal issues as they relate to your counseling: How you felt, your perceptions & how these affect your counseling practice
- Session process & dynamics of the session; transference & counter transference issues
- Learning new skills or information
- Reviewing session recordings
- Planning and setting goals for next counseling sessions
- Discussing treatment planning.
- Relating theory and techniques to the practice of counseling
- Addressing any issues that are related to supervision, including the supervisory relationship, structure of meetings, etc.

Online Synchronous Group Supervision:

Students will meet as a class (i.e. synchronously) where they will engage in group supervision with the faculty supervisor. This activity will contribute toward the indirect hours required for the course. Group supervision will typically consist of discussions of client cases that students present either formally or informally to the class. Students are expected to both share client cases and to provide feedback to classmates on clinical cases. *Attendance at all scheduled class meetings is required. Practicum classes meet 2 hours per week for 15 weeks. Internship classes meet either 2 hours per week or 3 hours every-other week depending on faculty preference. Students must attend, log, and have approved 2 hours per week or 3 hours every-other week of synchronous faculty-led supervision per week (24 hours minimum each semester/course depending on scheduled class meetings). Students whose logs do not reflect these hours may not pass the practicum or internship course and may be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements.*

Case Presentation

Case presentations consist of formal presentations of clients being counseled at the site. Students will complete several case presentations during each semester of their fieldwork. The case presentations shall include (a) a concise summary of the case (format provided in the Canvas course shell), (b) confirmation of client consent for recording (show instructor the signed consent form), and (c) presentation of a 10-minute recorded segment of a counseling session.

Focused Discussions

Students are expected to review lecture material provided in the Canvas course and to engage in weekly online discussions of that material or another relevant topic posted by the faculty instructor. Students are expected to come to class prepared for these discussions.

Recording Guidelines

The authorization to record student counseling activity is a requirement for field site placement approval. CMHC and CMHC-MVC students are required to record (with client/parent consent) a minimum of two individual counseling sessions per semester and School Counseling students are required to record (with client/parent consent) one counseling session and either one classroom lesson or one small group session per semester. Students will share approximately ten minutes of these recordings as part of their required case presentations during group supervision class facilitated by a faculty supervisor. Recordings are stored either at the site or in Supervision Assist. Only the student counselor, site supervisor, faculty supervisor, and Counseling Clinical Experience Director have access to the recordings. Details of protections of electronic files are described below.

Video recording (with client consent) is required, and audio recording shall be permitted only with prior approval from the Counseling Clinical Experience Director or if requested by clients. Program faculty are ethically bound as gatekeepers to the profession to observe student counselors conducting sessions with actual clients to ensure they are competent to progress to the next level of training and to graduate from the program. To provide student counselors with the best possible supervision and guidance to improve their counseling skills, it is *strongly preferred* to have both the client and counselor visible in the recording. In rare instances (or at clients' request), student counselors have been allowed to have only the student counselor (and not the client) visible in the frame so that clients are only audible, but not visible in the recording.

Consent Forms for Counseling: All clients/students in counseling (individual, group/small group, couple, family, etc.) sessions to be recorded must give prior written authorization for the recording to occur. Clients/parents may revoke this consent at any time, including during a session. A consent form for recording is provided by the university and may be modified as needed by the site. Students may use both the site/school consent form and our form or just use one provided the form clearly indicates that they are a student at William & Mary and will be sharing a portion of the video in class or group supervision. It shall be the fieldwork student's responsibility to ensure that written and signed client authorization for recording is on record in the field site placement's client/student file. A sample authorization for recording form is provided in the Form Samples section of the Fieldwork Manual.

Consent Forms for School Counseling Classroom Lessons: At the start of the school year, when parents complete enrollment paperwork, they typically complete an opt-out form if they do not want their child to be included in photographs or media. The opted-out students (the school secretary generally has this list) cannot be recorded when the fieldwork student conducts a

classroom lesson. The other students do not need permission because the fieldwork student is not counseling, they are teaching. This is like situations in which an administrator enters a classroom to take photos of a unique activity, lesson the students were doing, or Career Day and posted it to the school website - they would not have received consent forms for these activities. Fieldwork students must obtain written parent consent for recording individual counseling sessions or small groups. Signed School Counseling Recording Authorization forms should be in the field site placement's client/student file.

Electronic recordings of counseling sessions 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 group clinical supervision in required clinical instruction courses as designated by the counseling faculty.
- Electronic recordings of counseling sessions are to be recorded using site-designated recording equipment (i.e., video recorder) and stored in a HIPAA- or FERPA-compliant storage location at the site if available. If the site does not provide recording equipment or platform, students should record sessions in Supervision Assist. Recordings in Supervision Assist are automatically deleted after four months.
- Students are responsible for safeguarding the confidentiality of recorded counseling sessions. This includes viewing them out of sight and sound from anyone not currently enrolled in and participating in the specific clinical instruction courses for which they were made. Failure to maintain confidentiality is a violation of the ACA Code of Ethics and will result in a Notification of Professional Performance Concern and dispositional action in accordance with the steps outlined in the Student Handbook for the Counselor Education Program.

Evaluations

Site supervisors will complete performance evaluations for each student they supervise according to criteria established by both CACREP and the Counseling Program. Site supervisors will receive an email reminder to complete evaluations in LiveText. Although not required, site supervisors are encouraged to review their evaluation directly with the student.

Mid-term Performance Assessments

The progress of each fieldwork student will be assessed by the site supervisor and faculty supervisor at the mid-point each semester. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Final Performance Assessments

During the last two weeks of the semester, the progress of each fieldwork student shall be assessed by the site supervisor and faculty supervisor. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook.

Professional and Personal Performance

Students are expected to demonstrate personal integrity and a commitment to professional development throughout their fieldwork experience. In this experience, as with all other counseling classes, it is integral that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility and adaptability
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Effective and appropriate expression of feelings
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Orientation to multiculturalism and social justice advocacy
12. Professional wellness and self-care
13. Humility
14. Professionalism
15. Willingness to seek help

Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining the confidentiality for everyone in the class. These "non-academic" aspects of performance will be evaluated at the end of the fieldwork courses in accordance with the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Student Evaluation of Field Placement Experience

Students are to complete an evaluation of their fieldwork site placement in Live Text. This completed form will be discussed during the final supervision session, where the effectiveness of the field placement during the current and future semesters will be discussed.

Grading

Students will receive a grade of PASS or FAIL in the fieldwork courses. To achieve a grade of PASS, students must satisfy fully the criteria defined in the Course Requirements section of this handbook. In addition, students must have demonstrated satisfactory skills and professional

performance as specified by the criteria listed on student evaluation forms and in the Student Handbook for the Counseling Program.

In order to receive a grade of PASS for each semester of their fieldwork, students must receive a satisfactory overall evaluations based the determination of the faculty supervisor with consideration of the feedback from the site supervisor. Students with unsatisfactory evaluations, as determined by the faculty, may earn a failing grade in the fieldwork course regardless of the points earned and requirements met within the fieldwork course. Based on the reasons for the unsatisfactory evaluation, the faculty may require the student to engage in remediation for counseling skills and/or may initiate the Professional Performance Review Process.

Per the Academic Continuance & Standards: Any student receiving more than one D or F in an approved program of studies for a degree or certificate program will not be permitted to continue in that program. The online counseling practicum and internship course differs from the typical course structure being 7.5 week mini-semester [1.5. units]. Accordingly, failing two consecutive practicum or internship mini-semesters within or across semesters shall be regarded as equivalent to earning a grade of D or F in a typical semester-long course as noted above. A student who fails two consecutive practicum or internship mini-semesters within or across semesters may be permitted to continue in the program pending they have not earned a D or F in another course as noted above or within this exception.

All papers/projects/dissertations/thesis submitted must be original to each course unless the student has explicit prior permission from the instructor(s) involved.

Form Samples

NOTE: All forms are completed electronically. These are SAMPLES only

This section contains samples of all forms required for students participating in fieldwork courses. The forms provided are as follows:

- Fieldwork Requirements Letter
- Fieldwork Orientation, Handbook, and Professional Standards Acknowledgment
- Trainee Background Check Attestation Form
- Site Supervisor Orientation Attestation Form
- Supervision Training Attestation Form
- Practicum Site Supervisor Consultation Form
- Supervision Agreement Form
- Practicum Site Supervisor Consultation Form
- Faculty Mid-Term Supervision Consultation Form

Other Forms:

- Counselor Clinical Competency Scale
- School Counselor Clinical and Competency Scale
- Consent for Recording

- Case Presentation Form
- Hours Log
- Student Evaluation of Site
- Practicum and Internship Experiences Contract

Online Counseling Program Fieldwork Requirements

Greetings from the Online Counseling Program at William & Mary!

Thank you for your interest in serving as a counseling field site placement for our students. This letter includes the basic requirements for the fieldwork courses for Clinical Mental Health Counseling (CMHC) and School Counseling. For complete requirements, please see the [Online Counseling Fieldwork Manual](#).

Our students complete three semesters of fieldwork (practicum and internship) near the end of their program. The practicum is a supervised counseling experience completed over one semester during which students complete a minimum of 100 clock hours (40 direct hours/60 indirect hours). The internship is a supervised counseling experience completed over two semesters in which students complete a total of 600 clock hours (240 direct hours/360 indirect hours). Students must earn a minimum of 200 hours (80 direct) in each semester of internship but may make up the difference in the other semester. At least 50% of direct hours must be in person.

Each semester of the fieldwork requires the following

- Students must be allowed to provide individual counseling services directly with clients/students during both practicum and internship. Students must facilitate or co-facilitate a minimum of 10 hours of group counseling during their field experience (practicum or internship). School counseling students are also expected to conduct classroom curriculum (guidance) lessons.
- CMHC students must record two counseling sessions (with client/parent consent) for review in group supervision sessions facilitated by a university supervisor. School Counseling students must record one counseling session and either one classroom lesson or one small group rather than recording two individual counseling sessions. The first session must be recorded and presented in class within the first seven weeks of the semester.
- Students must attend and average of one hour per week of *scheduled* individual or triadic supervision with a site supervisor who (1) holds at least a master's degree in counseling or a related profession, (2) has a relevant clinical license or school counseling certification, (3) has a minimum of two years post-masters experience in the student's concentration (CMHC/School Counseling), and (4) has relevant training in counseling supervision (training provided by the program if needed). School counseling supervisors/students may meet for two *scheduled* 30-minute supervision sessions each week if needed rather than one 1-hour session.
- Site Supervisors must complete one session observation (live or recorded) at mid-term and two evaluations of the student's progress at mid-term and end-of-term.
- Students in the military and veterans counseling concentration are required to complete 40% of their *internship* direct hours (48 hours) with military-connected individuals (i.e., the client or any partners, parents, grandparents, siblings, extended family, etc. has a military connection). Please contact me if this is a concern. We do not want students declined from a site offer based on this requirement.

Important note: Students are not allowed on site during the breaks between semesters.

Our faculty recognize the time and effort it takes to provide supervision and training to our students, and we greatly appreciate your support! If you have any questions, please feel free to contact us.

Sincerely,

Noelle R. St. Germain-Sehr

Noelle R. St. Germain-Sehr, PhD, LPC-S, NCC, ACMHP, Clinical Associate Professor & Counseling **Clinical** Experience Director; fieldwork@wm.edu (Please include CMH in Subject); 757.221.2244

Julia H. Chamberlain

Julia H. Chamberlain, M.Ed., M.S. in Counseling, Counselor Educator, **School Counseling** Fieldwork Coordinator
fieldwork@wm.edu, (Please include SC in Subject); 757.221.4184

Fieldwork Orientation, Handbook, and Professional Standards Acknowledgment

Students seeking to enroll in a clinical practicum course must complete a Fieldwork Orientation session facilitated by a Fieldwork Coordinator and complete a quiz with a score of 80% or higher. Students will be required to retake the quiz until they pass before applying for fieldwork.

Students enrolled in clinical practicum or internship courses in the graduate level Counseling programs at William & Mary are to abide by the [William & Mary Honor Code](#), [American Counseling Association's Code of Ethics](#) (ACA; 2014) or [ASCA Ethical Standards for School Counselors](#) (ASCA; 2022), and the Professional Performance Standards referenced in the [Student Handbook for the Counselor Education Program](#) and the [Fieldwork Handbook](#).

As such, students will follow all processes and procedures described in the Fieldwork Handbook and will acceptably demonstrate the Professional Performance Standards throughout their fieldwork experience.

By signing this document, I am indicating (1) that I have completed that I have read the regulations in the ACA Code of Ethics related to the practice of counseling, the Fieldwork Handbook, and the Student Handbook for the Counselor Education Program. I am agreeing to exercise due diligence in following the W&M Honor Code, ACA ethical code, state laws regulating the practice of counseling in my state, and Counseling Program policies and procedures to protect client welfare.

Student name

Date

Trainee Background Check Attestation Form

Due to the sensitive nature of the counseling profession, it is important that counselors and counselors-in-training adhere to minimum legal and ethical standards in both their professional and personal lives. Background checks are used to ensure that counselors applying for jobs or licensure and counselors-in-training applying for fieldwork opportunities meet the minimal legal and ethical standards to ensure that they have not been engaged in behaviors that could be indicative of carelessness with client safety. William and Mary asks students to complete the below Attestation before applying to fieldwork sites so that any questionable issues or concerns can be proactively identified and addressed. Counselors-in-training are asked to complete the Attestation before each new semester because one's status can change between semesters (if there is a change in status, trainees should notify the Fieldwork Director/Coordinator and their Faculty Advisor as soon as possible).

Fieldwork students must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check.

☐ I DO NOT have a prior felony conviction, sexual offense, or crime against minors that would be revealed in a background check.

☐ I DO have a prior felony conviction, sexual offense, or crime against minors that would be revealed in a background check.

[Students with a felony conviction, sexual offense, or crime against a minor must contact their Faculty Advisor and the Fieldwork Director/Coordinator to determine eligibility for fieldwork within 7 calendar days of submitting this form.]

By signing below, I verify that my response to the prompt about prior felony conviction, sexual offense, or crime against minors that would be revealed in a background check is true.

Signature

Date

Site Supervisor Orientation Attestation Form

Site Supervisor Orientation Attestation Form

The William & Mary Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires all field site supervisors to have knowledge of the William & Mary Counseling Program's expectations, requirements, and evaluation procedures for students. In the initial email from the program fieldwork coordinator, you were provided a link to a [Site Supervisor Orientation video for Online students](#) (linked here) or the On-Campus Site Supervisor Orientation video for On-Campus students (linked here). They are required viewing for all site supervisors. You were also provided a link to the [Online Fieldwork Handbook](#) or [On-Campus Fieldwork Handbook](#) (linked here). After you have watched the Site Supervisor Orientation video and read the Fieldwork Manual pertaining to the online or on-campus modality, please complete the form below.

Name:

Email Address:

Name of clinical site or school:

By signing below, I attest that I have viewed the Site Supervisor Orientation in its entirety, I have read the Fieldwork Manual, and I agree to comply with all expectations and requirements of my role as a site supervisor for the William & Mary Counseling Program.

Signature

Date

Supervision Training Attestation Form

CACREP requires site supervisors to have supervision training, and the W&M Counseling Program faculty expects site supervisors to engage in ongoing training by completing two hours of training in counselor supervision every two years. To support you in meeting this requirement, the W&M Counseling Program will host a 1-hour webinar on counselor supervision each Fall and Spring for Clinical Mental Health and School Counseling site supervisors. You can complete the trainings by either a) attending the live webinar and completing an evaluation or b) reviewing the recorded webinar and completing a quiz and evaluation. If you need to complete supervision training, please visit the W&M SOE Fieldwork Webpage to access the recorded supervision training webinars and related forms. *It is your responsibility as a site supervisor to engage in ongoing training in counselor supervision, completing two hours of training every two (2) years. **Please complete this form as verification that you have fulfilled the supervisor training requirement.***

Name:

Email Address:

Name of clinical site or school:

Please select an option for how you have completed the supervision training requirement:

- ☐ I have completed an outside supervision training, listed below, within the past two (2) years. (4)
- ☐ I have completed the supervision training offered by William & Mary's Counseling Program within the past two (2) years. (5)

If outside supervision training completed:

Provide the following information related to the outside supervision training: Training/course names:

Institution or Training Organizations:

Training duration (approximate number of hours):

Dates of Training (Month/Year):

By signing below, I attest that I have fulfilled the supervision training requirement.

Date Signed

Practicum Site Supervisor Consultation Form

Please provide a brief summary of how your supervisee is progressing in their clinical and professional development at the site (strengths, issues, concerns, etc.).

[Free text]

I would like the faculty supervisor to contact me:

☐ Yes

☐ No



WILLIAM & MARY

CHARTERED 1693

William & Mary Counseling Program

Supervision Agreement

This Agreement is made between the William & Mary School of Education, a Virginia public university, (“W&M”),
_____, a supervisor (“Site Supervisor”) at _____ (“Site”), and
_____, a W&M student (“Trainee”).

W&M is an accredited university offering graduate education in Clinical Mental Health Counseling (“CMHC”) and School Counseling (together, “the Counseling Program”). The Site provides clinical mental health counseling or school counseling services. As a requirement of the Counseling Program, the Trainee is enrolled in a counseling fieldwork course which begins on _____ and ends on _____.

. All fieldwork courses will be facilitated by a W&M Course Instructor/Faculty Supervisor (“Faculty Supervisor”). The roles and responsibilities of W&M, the Faculty Supervisor, the Site Supervisor, and the Trainee are detailed below. The following roles and responsibilities are mutually agreed upon by and between W&M, the Site Supervisor, and the Trainee.

W&M will

1. Ensure that the Trainee has current individual liability insurance coverage.
2. Ensure that the Trainee has met approved program requirements and is eligible to participate in clinical experiences.
3. Orient the Trainee and the Site Supervisor (described below) to W&M’s policies and procedures governing field-based experiences and ensure that the expectations and requirements for clinical experiences are communicated to the Site Supervisor in a clear and timely manner.
4. Assign qualified and experienced faculty who will serve as the Trainee’s Faculty Supervisor.
5. Require that the Trainee adheres to all Site policies and procedures.
6. Require that the Trainee maintains the confidentiality of client information possessed by the Site.

The Faculty Supervisor will

1. Serve as instructor-of-record for the associated fieldwork course.
2. Provide supervision and guidance to the Trainee as described in W&M’s Fieldwork Handbook.
3. Serve as the primary liaison with the Site during the field experience and communicate with the Site Supervisor regarding the Trainee’s progress and concerns according to the Counseling Program requirements.
4. During Practicum and Internships, the Faculty Supervisor will review mid-term and final evaluations completed by the Site Supervisor and will reach out to the Site Supervisor for a mid-term check-in on the Trainee’s progress via email, phone, or Zoom. During Practicum, the Faculty Supervisor will review consultation forms completed by the Site Supervisor in the fieldwork management system two times during the semester as scheduled in the fieldwork management system and will contact the Site Supervisor if concerns are noted or contact is requested.
5. Observe the Trainee’s counseling activities via live and/or recorded sessions.
6. Evaluate the Trainee’s performance in the fieldwork course.
7. Collect and maintain the Trainee’s paperwork.
8. At all times abide by state and federal law and relevant ethical standards (i.e., ACA, ASCA, etc.).

The Site Supervisor will

1. Retain full responsibility for the care of clients and will maintain administrative and professional supervision of the Trainee insofar as their presence affects the operation of the Site and/or the direct and indirect care of clients.
2. Provide a method of communication between clients and Trainee counselors that is conducted through the site and is HIPAA- and FERPA-compliant.
3. Assign the Trainee to a clinical service within the Site that allows them to obtain the fieldwork experiences as described in the W&M Fieldwork Handbook, a copy of which has been provided to the Site Supervisor.
4. Orient the Trainee to Site policies, procedures, and practices.
5. Determine the Trainee's field placement schedule at the Site sufficient to enable the Trainee to fulfill the fieldwork objectives as noted in the W&M Fieldwork Handbook, a copy of which has been provided to the Site Supervisor.
6. Permit the Trainee to use facilities, equipment, and basic supplies within the Site necessary to complete regular field-based experiences and responsibilities.
7. Permit the Trainee to record individual counseling sessions for review by Faculty Supervisors and practicum/internship class as part of case presentation assignments. School counseling Trainees may also be required to record small groups and classroom curriculum.
8. Provide opportunities for the Trainee to observe and participate in counseling practices (including allowing Trainees to provide counseling services independently with clients) that are typical of the Site's services and appropriate for their development and not assign unrelated or atypical tasks to the Trainee.
9. Provide a qualified Site Supervisor for the Trainee who holds a minimum of a master's degree in counseling or a related profession, holds relevant certifications and/or licenses, and has at least two years of professional experience in the counseling specialization (clinical mental health or school counseling).
10. Ensure that (a) a Trainee is never on-site alone when the Trainee is providing in-person services to a client at the site or (b) a staff person accompanies the Trainee to sessions that take place in the client's home or at another off-site location. For school counseling Trainees, another school counselor or school administrator must be available to the Trainee in the Site Supervisor's absence.
11. Be familiar with and comply with the policies and expectations for the Trainee's fieldwork experience as described in the W&M Fieldwork Handbook, a copy of which has been provided.
12. Provide opportunities for students to obtain the required clinical hours and professional experiences relevant to their practicum or internship experience as described in the W&M Fieldwork Handbook.
13. Provide direct, individual or triadic supervision, direction, guidance, and mentoring (an average of one hour per week) to facilitate the Trainee's learning and development as a counselor-in-training in accordance with the ethics of the profession, CACREP standards, and W&M requirements.
14. Provide a supportive, learning-oriented environment, which affords the Trainee opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
15. Introduce and orient the Trainee to the Site setting, making sure that the Trainee understands its organization, role expectations and policies and procedure (including record keeping requirements for counseling activity).
16. Be reasonably available to assist the Trainee outside of the weekly supervision hour (if needed) in the performance of the Trainee's assigned responsibilities.
17. Encourage the Trainee to participate in those professional activities that will maximize learning and effectiveness in this professional setting.
18. Engage in regular communication with the Faculty Supervisor to discuss the Trainee's progress in the placement.
 - a. During Practicum, the site supervisor will complete two Site Supervisor Consultation Forms as assigned in the fieldwork management system.
 - b. During Practicum and Internships, the Site Supervisor will respond to the mid-term consultation request initiated by the Faculty Supervisor via email, phone, or Zoom and will provide an update on the Trainee's progress.
19. Provide verbal and written feedback on a counseling session conducted by the Trainee and observed (live or recorded) by the site supervisor once per semester.
20. Complete mid-term and end-of-semester evaluations of the Trainee's performance as scheduled in the fieldwork management system in accordance with the Counseling Program's expectations as outlined in the W&M Fieldwork Handbook.

21. Inform the Faculty Supervisor of any substantive changes in the fieldwork experience (e.g., change in assigned supervisor, etc.) within 48 hours of the change.
22. At all times abide by state and federal law and relevant ethical standards (i.e., ACA, ASCA, etc.).
23. Directly discuss any concerns regarding the Trainee's performance with the Trainee.
24. Notify the Faculty Supervisor as soon as possible of any concerns related to the Trainee's attendance or performance.

The Trainee will

1. At all times abide by state and federal law and relevant ethical standards (i.e., ACA, ASCA, etc.).
2. Demonstrate professional conduct, including, but not limited to:
 - a. Promptly attending all class meetings and supervision sessions, client appointments and site meetings
 - b. Submitting all scheduled assignments by the due dates
 - c. Preparing for appointments and meetings
 - d. Reviewing clinical and other pertinent information as assigned
 - e. Accurately communicating in both oral and written communications
 - f. Wearing professional attire
 - g. Adhering to all Site policies and procedures
3. Assume financial responsibility for expenses incurred during the field placement (i.e., tuition, books, background checks, drug testing, immunizations, transportation, food, and materials).
4. Inform the Site Supervisor and Faculty Supervisor of any difficulties encountered.
5. Adhere to all requirements as described in the W&M's Fieldwork Handbook.
6. Adhere to all site-specific policies and procedures.
7. Understand and agree that field placement constitutes neither an employment relationship nor an expectation of employment.
8. Complete the required hours of counseling-related activities per semester of as stated in the W&M Fieldwork Handbook including the following course objectives:
 - a. Minimum hours of counseling experience: 100 total/40 for Practicum & 300 total/120 direct per semester of Internship
 - b. One hour per week (on average) of individual or triadic supervision with the Site Supervisor
 - c. Participate in scheduled synchronous group supervision with Faculty Supervisor
 - d. Complete a minimum of 10 hours of group counseling experience during the fieldwork (practicum and/or internship) experience
9. Follow the requirements of the site placement regarding any immunizations, policies, and procedures related to the prevention illnesses such as COVID-19 including obtaining any required immunizations prior to the start of fieldwork experience.
10. Provide direct counseling service to clients as assigned and document these services in accordance with Site policy and in compliance with any standards set forth by the Site Supervisor, such as video recordings, in-depth case study, a weekly log, etc.
11. Become familiar with Site's system, including organizational structure, technology, funding sources, client referral/screening/intake processes, treatment philosophy, administrative procedures, services offered and service follow-up procedures.
12. 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 Site uses, etc.) to maximize understanding of and effectiveness in the professional setting.
13. Strive to develop positive working relationships with staff members and other persons/agencies affiliated with the Site setting, seek their assistance when necessary and, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.
14. Present recorded (video required when site allows) sessions of counseling activity to the W&M faculty-led supervision group in accordance with the established case presentation format.
15. Protect the confidentiality and the ethical and legal rights of clients, and at no time share client information of any kind about clients with anyone other than the named Site and Faculty Supervisors and authorized Site staff with two exceptions: (a) Information shared relevant to case presentations with Trainees in the Trainee's designated faculty-led supervision group and (b) information shared with appropriate professional authorities relevant to any reasonable concern that clients might harm themselves or others
16. Demonstrate personal integrity and commitment throughout the fieldwork experience including the following professional performance dispositions:

1. Openness to new ideas
 2. Flexibility
 3. Cooperativeness with others
 4. Willingness to accept and use feedback
 5. Awareness of own impact on others
 6. Ability to deal with conflict
 7. Ability to accept personal responsibility
 8. Ability to express feelings effectively and appropriately
 9. Attention to ethical and legal considerations, and
 10. Initiative and motivation
 11. Orientation to multiculturalism and social justice advocacy
 12. Professional wellness and self-care
 13. Humility
 14. Professionalism
 15. Willingness to seek help
17. Directly discuss any concerns regarding the site or supervision with the Site Supervisor. If desired, the Faculty Supervisor can attend a joint meeting for this purpose.
18. Notify both the Site Supervisor and Faculty Supervisor immediately if they are not receiving weekly scheduled supervision, if they are having trouble obtaining direct hours, or if they have any other concerns regarding the site, supervisor, or their ability to meet the fieldwork course requirements.

Emergency Procedures

In the event of an emergent situation, Trainees will follow the designated site emergency procedures. The site supervisor should be the first point of contact for any client/Trainee-related concerns. If the situation is resolved by contacting the site supervisor, the Trainee will notify the Faculty Supervisor of the situation and its resolution. If the site supervisor is unavailable, the Trainee should notify other site personnel and contact the Faculty Supervisor.

Background Checks

Once a fieldwork Trainee is notified that they have been assigned a placement through a school district or CMHC setting, the fieldwork Trainee is responsible for obtaining the school district/CMHC site policy on how to obtain the required background check, which must be completed prior to the beginning of clinical experiences. Responsibility for having the background check completed and submitted to the appropriate agency resides solely with the fieldwork Trainee. In addition, any cost associated with the required background check will be the responsibility of the fieldwork Trainee.

Fieldwork Trainees must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check regardless of whether a fieldwork site requires a background check.

Semester Breaks

Trainees are not allowed to see clients during the break between Practicum and Internship. Trainees are not allowed to see clients during winter break (between the end of fall semester and the start of spring semester), with one exception—with approval, On-Campus CMHC Internship students may begin spring Internship at the same time that students in the Online program begin the spring semester, which typically occurs before the On-Campus spring semester begins.

ACKNOWLEDGEMENT AND AGREEMENT

With my signature below, I indicate my understanding of the information noted above and my agreement to comply with the conditions stated in this Supervision Agreement and the [W&M Fieldwork Handbook](#).

TRAINEE AGREEMENT:

Fieldwork Trainee:

Date

SITE SUPERVISOR AGREEMENT:

Site Supervisor:

Date

WILLIAM & MARY, SCHOOL OF EDUCATION, MASTER OF EDUCATION DEGREE COUNSELING PROGRAM
AGREEMENT:

Faculty Supervisor:

Date

SAMPLE

Practicum Site Supervisor Consultation Form

Please provide a brief summary of how your supervisee is progressing in their clinical and professional development at the site (strengths, issues, concerns, etc.).

[Free text]

I would like the faculty supervisor to contact me:

☐ Yes

☐ No

SAMPLE



WILLIAM & MARY

CHARTERED 1693

Faculty Mid-Term Supervisor Consultation Form

Course Number: [check box]

- EDUC C42,
- EDUC C47
- EDUC C49

Course Name: [check box]

- Supervised Practicum in Counseling
- Internship in Clinical Mental Health Counseling
- Internship in School Counseling

Semester: [check box]

- Fall
- Spring
- Summer

Year:

Faculty Name:

Student Name:

Site Name:

Supervisor Name:

Please provide a summary of your consultation with the site supervisor including responses to the following questions:

- Is the student on track with their clinical hours?
- Are there any concerns regarding the student's performance?
- Are you meeting with the student for a minimum of 1 hour per week of individual or triadic supervision?
- Where do this student's clinical and professional strengths lie?
- What are the main areas of growth for this student in their clinical or professional development?

Counselor Clinical Competency Scale

Date Completed: _____

Name: _____

Site Supervisor Name: _____

to complete this form: First, the supervisor should review each item and its description. Then, the supervisors should rate the supervisee using the scale. Provide a written description of the supervisee's progress on the last page. Once the form is complete, the supervisor should review each rating with the supervisee and provide a rationale for the score with recommendations to improve in each area. Finally, both the supervisee and supervisor should sign and date the form and the supervisor should submit it to the faculty supervisor.

Counseling Skills, Techniques, and Processes

	Exemplary/Highly Effective Counseling Process & Skills	Proficient/ Effective Counseling Process & Skills	Developing/Somewhat Effective Counseling Process & Skills	Unacceptable/Ineffective Counseling Process & Skills
	4	3	2	1
Nonverbal Counseling Skills: Demonstrates knowledge of nonverbal behavior. The use of eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling sessions. <i>2.F.5.f, 2.F.5.g, CP standards</i>	Demonstrates <u>consistent</u> ability to effectively employ nonverbal counseling skills. This includes the advanced use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence. Exhibits a high degree of knowledge and skill regarding the use of nonverbal counseling skills.	Demonstrates <u>somewhat consistent and effective ability</u> to employ nonverbal counseling skills. This includes the somewhat skillful use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits a moderate amount of knowledge and skill regarding the use of nonverbal counseling skills. While the ability to use nonverbal counseling skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use nonverbal counseling skills. This includes a limited ability to use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits some knowledge in the area of nonverbal counseling skills but does not consistently employ the skill. A moderate amount of training in the area of nonverbal counseling skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> employ nonverbal counseling skills in counseling. This includes the inability to use body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Does not exhibit the needed knowledge or skills in the area of nonverbal counseling skills. A significant amount of learning and skill development in the area of nonverbal counseling skills is still needed.
Active Listening Skills: Demonstrates effective listening skills. This includes the ability to focus on the student/client's narrative and recall important information. <i>2.F.5.f, 2.F.5.g, CP standards</i>	Demonstrates <u>consistent</u> ability to focus on the student's/client's narrative. This includes staying focused on what the client/student is saying and being able to recall important elements. Exhibits a high degree of knowledge and skill regarding effective listening.	Demonstrates <u>somewhat consistent and effective ability</u> to use effective listening skills during counseling. This includes somewhat of an ability to stay focused on what the student/client is saying and somewhat effectiveness in recalling important information. Exhibits a moderate amount of knowledge and skill regarding effective listening skills. While the ability to use listening effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use effective listening skills during counseling. This includes a limited ability to stay focused on what the student/client is saying and limited effectiveness in recalling important information. Exhibits some knowledge in the area of listening skills. A moderate amount of training in the area of listening skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use effective listening skills during counseling. This includes the inability to stay focused on what the student/client is saying and recall important information. Does not exhibit the needed knowledge or skills in the area of listening skills. A significant amount of learning and development in the area of listening skills is still needed.

rs and demonstrates e of door tell me more se-ended open-ended also e of e purpose of pic of focus. 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> ability to effectively use door openers, close-ended questions, and open-ended questions. This includes very well timed, focused and highly effective questions that further the dialogue with the client/student. This also includes the limited use of close-ended questions when open-ended questions are more effective. Exhibits a high degree of knowledge and skill regarding the use of door openers and questions when counseling.	Demonstrates <u>somewhat consistent and effective ability to</u> use door openers, close-ended questions, and open-ended questions. This includes somewhat well timed, fairly focused and mostly effective door openers and questions that further the dialogue with the client/student. This also includes the moderately limited use of close-ended questions when open-ended questions are more effective. Exhibits a moderate amount of knowledge and skill for use of questions. While the ability to use door openers and questions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use door openers, close-ended questions, and open-ended questions. This includes a limited ability to use well timed, focused, and effective questions that somewhat further the dialogue with the client/student but can also be problematic at times. Exhibits some knowledge in the area of using door openers and questions in counseling. A moderate amount of training in the area of door openers and questions is still needed.	<u>Unable to demonstrate the ability to effectively</u> use door openers, close-ended questions, and open-ended questions. This includes the inability to apply door openers and questions in an effective, well timed, and focused way. Does not exhibit the needed knowledge or skills regarding door openers and questions. A significant amount of learning and skill development in the area of door openers and questions is still needed.
skills: effective content, aning. This te well timed 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> ability to reflect the content, feelings, and meaning expressed by the client or student. This includes a highly effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes limited to no parroting of the student/client and minimal inaccurate reflections. Exhibits a high degree of knowledge and skill regarding reflection skills.	Demonstrates <u>somewhat consistent and effective ability to</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a somewhat effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes a minimal amount of parroting of the student/client and moderate to minimal amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. While the ability to use reflection effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a limited ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a moderate amount of parroting of the student/client and large to moderate amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. Exhibits some knowledge in the area of reflection skills but isn't able to consistently demonstrate it. A moderate amount of training in the area of reflection is still needed.	<u>Unable to demonstrate the ability to effectively</u> reflect the content, feelings, and meaning expressed by students or clients. This includes the inability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a high degree of parroting of the student/client and very large amount of inaccurate reflections. Does not exhibit the needed knowledge or skills in the area of reflection skills. A significant amount of learning and skill development in the area of reflection is still needed.
skills: appropriate summarizing. e strategic signal, planning assist in in organizing s/clients 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> ability to effectively use summarizing skills. This includes highly strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits a high degree of knowledge and skill regarding summaries in the counseling process.	Demonstrates <u>somewhat consistent and effective ability to</u> use summarizing skills. This includes a somewhat strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits a moderate amount of knowledge and skill about summary skills in counseling. While the ability to use summarizing skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use summarizing skills. This includes a limited ability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits some knowledge in the area of summarizing skills but isn't able to demonstrate them consistently. A moderate amount of training in the area of summarizing is still needed.	<u>Unable to demonstrate the ability to effectively</u> use summarizing skills. This includes the inability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Does not exhibit the needed knowledge or skills in the area of summarizing skills. A significant amount of learning and skill development in the area of using summaries is still needed.

Goal Setting: Demonstrates <u>consistent</u> ability to effectively use goal setting skills to establish realistic, appropriate, and attainable therapeutic goals. This includes an advanced application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a high degree of knowledge and skill regarding the use of goals in the counseling process. 2.F.5.f, 2.F.5.g, CAEP standards	Demonstrates <u>consistent</u> ability to effectively help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an advanced application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a high degree of knowledge and skill regarding the use of goals in the counseling process.	Demonstrates <u>somewhat consistent and effective ability</u> to help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a somewhat effective application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a moderate amount of knowledge and skill regarding goal setting in counseling. While the ability to use goal setting skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a limited ability to apply counseling skills to elicit therapeutic goals from students/clients. Exhibits some knowledge in the area of goal setting but isn't able to demonstrate them consistently. A moderate amount of training in the area of goal setting is still needed.	<u>Unable to demonstrate the ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an inability to apply counseling skills to elicit therapeutic goals from students/clients. Does not exhibit the needed knowledge or skills in the area of goal setting skills. A significant amount of learning and skill development in the area of goal setting is still needed.
Skills: Demonstrates <u>consistent</u> ability to employ challenging skills in a highly effective manner. This includes the advanced application of challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a high degree of knowledge and skill regarding the use of challenging skills. 2.F.5.f, 2.F.5.g, CAEP standards	Demonstrates <u>consistent</u> ability to employ challenging skills in a highly effective manner. This includes the advanced application of challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a high degree of knowledge and skill regarding the use of challenging skills.	Demonstrates <u>somewhat consistent and effective ability</u> to use challenging skills to help point out inconsistencies to students/clients. This includes the ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a moderate amount of knowledge and skill regarding the use of challenging skills. While the ability to use challenging skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use challenging skills to help point out inconsistencies to students/clients. This includes limited ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits some knowledge in the area of challenging skills. A moderate amount of training in the area of challenging skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use challenging skills effectively. This includes the inability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Does not exhibit the needed knowledge or skills in the area of using challenging skills in counseling. A significant amount of learning and skill development in the area of challenging skills is still needed.
Counseling Theory: Demonstrates <u>consistent</u> ability to integrate counseling theory into the delivery of services. This includes an advanced understanding of counseling theories related to their application in practices of counseling, conceptualization of students/clients, and determination of counseling plan. Exhibits a high degree of knowledge and skill regarding the application of counseling theory. 2.F.5.a; CAEP standards	Demonstrates <u>consistent</u> ability to integrate counseling theory into the delivery of services. This includes an advanced understanding of counseling theories related to their application in practices of counseling, conceptualization of students/clients, and determination of counseling plan. Exhibits a high degree of knowledge and skill regarding the application of counseling theory.	Demonstrates <u>somewhat consistent and effective ability</u> to utilize counseling theory in practice. This includes somewhat of an ability to apply counseling theories in the conceptualization of students/client and planning of interventions in counseling. Exhibits a moderate amount of knowledge and skill regarding the use of counseling skills. While the ability to integrate theory into practice in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> integrate counseling theory into the counseling process. This includes a limited ability to apply counseling theory in understanding and planning for counseling with students or clients. Exhibits some knowledge in the area of the role of counseling theory in the practice of counseling. A moderate amount of training in the area of counseling theory is still needed.	<u>Unable to demonstrate the ability to effectively</u> utilize counseling theory in practice. This includes the inability to apply counseling theory to conceptualizing students or clients. Does not exhibit the needed knowledge or skills in the area of counseling theory. A significant amount of learning and skill development in the area of using counseling theory in practice is still needed.
Conceptualization: Demonstrates <u>consistent</u> ability to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes advanced consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes highly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a high degree of knowledge and skill regarding case conceptualization. 2.F.5.a, 2.F.5.b, CAEP standards	Demonstrates <u>consistent</u> ability to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes advanced consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes highly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a high degree of knowledge and skill regarding case conceptualization.	Demonstrates <u>somewhat consistent and effective ability</u> to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes somewhat effective consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes fairly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a moderate amount of knowledge and skill regarding case conceptualization. While the ability to use case conceptualization effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes a limited ability to consider developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes limited effectiveness in applying theory and treatment planning skills to understanding the process of counseling. Exhibits some knowledge in the area of case conceptualization but is not able to consistently apply it. A moderate amount of training in the area of case conceptualization is still needed.	<u>Unable to demonstrate the ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes the inability to effectively consider the developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes poor application of theory and treatment planning skills to understanding the process of counseling. Does not exhibit the needed knowledge or skills in the area of case conceptualization. A significant amount of learning and skill development in the area of case conceptualization is still needed.

n: the ability to sessions and the ing process 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> ability to effectively end individual sessions and the overall counseling relationship. This includes an advanced understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits a high degree of knowledge and skill regarding termination.	Demonstrates <u>somewhat consistent and effective ability to</u> end individual sessions and the overall counseling relationship. This includes an understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits a moderate amount of knowledge and skill regarding termination in counseling. While the ability to use termination effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a limited understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits some knowledge in the area of termination skills but is not always able to demonstrate it. A moderate amount of training in the area of termination is still needed.	<u>Unable to demonstrate the ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a poor understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Does not exhibit the needed knowledge or skills in the area of termination. A significant amount of learning and skill development in the area of termination is still needed.
c ows student/client frains from al. This lity to be uine, and onal positive concerns of nt. 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> and highly effective ability to demonstrate empathy, genuineness, and unconditional positive regard. This includes an advanced ability to create therapeutic conditions for the students or client. Exhibits a high degree of knowledge and skill regarding therapeutic conditions in the counseling process.	Demonstrates <u>somewhat consistent and effective ability to</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes a somewhat effective ability to create therapeutic conditions for the students or client. Exhibits a moderate amount of knowledge and skill regarding the therapeutic conditions in counseling. While the ability to use the therapeutic conditions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes a limited ability to create therapeutic conditions for the students or client. Exhibits some knowledge in the area of therapeutic conditions in counseling. A moderate amount of training in the area of therapeutic conditions in counseling is still needed.	<u>Unable to demonstrate the ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes an inability to create therapeutic conditions for the students or client. Does not exhibit the needed knowledge or skills in the area of the therapeutic conditions. A significant amount of learning and skill development in the area of therapeutic conditions is still needed.
c the ability to maintain a ing 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> and highly effective ability to establish and maintain a therapeutic relationship with students or clients. This includes a heightened ability to avoid and work through ruptures in the therapeutic relationship. Exhibits a high degree of knowledge and skill regarding the therapeutic relationship.	Demonstrates <u>somewhat consistent and effective ability to</u> establish and maintain a therapeutic relationship with students or clients. This includes a somewhat effective ability to avoid and work through ruptures in the therapeutic relationship. Exhibits a moderate amount of knowledge and skill regarding the development and use of therapeutic relationships. While the ability to build and maintain therapeutic relationships effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> establish and maintain a therapeutic relationship with students or clients. This includes a limited ability to avoid and work through ruptures in the therapeutic relationship. Exhibits some knowledge in the area of therapeutic relationships but is not able to apply consistently. A moderate amount of training in the area of developing and maintaining therapeutic relationships is still needed.	<u>Unable to demonstrate the ability to effectively</u> establish and maintain a therapeutic relationship with students or clients. This includes an inability to avoid and work through ruptures in the therapeutic relationship. Does not exhibit the needed knowledge or skills in the area of developing and maintaining therapeutic relationships. A significant amount of learning and skill development in the area of therapeutic relationships is still needed.
outcome the ability to ling progress ectiveness ervices. 2.F.8.d, 2.F.8.d, P standards	Demonstrates <u>consistent</u> and highly effective ability to track the progress of students/client with regarding to obtaining their goals in counseling. This includes a heightened ability effective evaluate the outcomes of the counseling process. Exhibits a high degree of knowledge and skill regarding the progress monitoring and outcome evaluation.	Demonstrates <u>somewhat consistent and effective ability to</u> monitor the progress of a student/client during the counseling process. This includes a fairly effective ability to evaluate the outcomes of the counseling process. Exhibits a moderate amount of knowledge and skill regarding the use of progress monitoring and outcome evaluation. While the ability to monitor the progress of a student/client effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> monitor the progress of a student/client during the counseling process. This includes a limited ability to evaluate the outcomes of the counseling process. Exhibits some knowledge in the area of progress monitoring and outcome evaluation but is not able to apply consistently. A moderate amount of training in the area of progress monitoring and outcome evaluation is still needed.	<u>Unable to demonstrate the ability to effectively</u> monitor the progress of a student/client during the counseling process. This includes an inability to evaluate the outcomes of the counseling process. Does not exhibit the needed knowledge or skills in the area of progress monitoring and outcome evaluation. A significant amount of learning and skill development in the area of progress monitoring and outcome evaluation is still needed.

y Referrals tion: procedures on with ss specialty ng agents in 2.F.1.b., ards A.1.2,	<u>Demonstrates consistent</u> effective collaboration with helping agencies in the community and utilization referrals for additional support. This includes being highly effective at identifying the available resources in the local community and creating a community resource guide. <u>Exhibits a high level of knowledge</u> regarding referral and collaboration activities that support the needs of students and their families.	Demonstrates a <u>somewhat consistent</u> effective collaboration skills with other helping agencies in the communication. This includes a demonstrated ability to identify available resources in the communication, make referrals to community partners, and create a resource guide. <u>Exhibits the knowledge</u> to identify community resources and make referrals at appropriate times but does not do this effectively all the time. A minor amount of learning and skill development regarding community referrals and collaboration is still needed.	Demonstrates <u>inconsistent</u> effective use of community referrals and collaborations. This includes limited ability to identify and collaborate with counselors from across specialty areas and in the community. <u>Displays limited knowledge</u> of collaborating with community partners and completing referrals but does not effectively or routinely implement it. A moderate amount of learning a skill developing regarding collaborating with community referrals.	<u>Unable to demonstrate</u> the ability to collaborate effectively with community partners, include an inability to utilize referrals effectively. <u>Does not exhibit t required knowledge</u> about community collaborations and referral processes. A significant amount of learning about community collaborations and referrals still needed.
Legal edgeable d legal o the session. 2.F.1.i; CAEP 4)	Demonstrates <u>consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes highly effective application of decision-making models and a heightened awareness of ethical and legal concerns. This also include a demonstrated ethical behavior in all interactions. This includes the ability to maintain confidentiality, navigate multiple relationships (i.e., boundary issues), and work within one's competencies. <u>Exhibits a high level of knowledge</u> of ethical and legal issues specific to counseling.	Demonstrates a <u>somewhat consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a somewhat effective use of ethical decision-making models and awareness of ethical and legal concerns. This includes the ability to maintain confidentiality, navigate multiple relationships, and work within one's competencies. <u>Exhibits knowledge</u> of ethical and legal issues within the counseling profession. A minor amount of learning about ethical and legal issues specific to counseling is still needed.	Demonstrates <u>inconsistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a limited ability to effectively use ethical decision-making models and a limited awareness of ethical and legal concerns. <u>Displays some knowledge</u> of ethical and legal issues in school counseling but cannot effectively or routinely apply this information. A moderate amount learning regarding ethical and legal issues specific to counseling is still needed.	<u>Unable to demonstrate</u> the ability to effectively use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. Does not exhibit the requir knowledge about ethical and legal issu and how they are applied in school counseling. A significant amount of training regarding ethical and legal issu specific to counseling is still needed.
ral Displays ness, skills to ents from unds. This oration of y issues into ization, t counseling 2.F.2.b., 2.h., 2.F.3.i., 6.g., 5.G.3.k., IEP standards	Demonstrates <u>consistent</u> effective culturally responsive and socially just practices. This includes that a high level of cultural awareness, appreciation, and humility. This also includes an enhanced respect of cultural differences (e.g., race, ability levels, spirituality, gender identity, sexual orientation, and SES). This also includes the application of advanced skills, such as broaching and the application of cultural variables in case conceptualization and planning. <u>Exhibits a high level of knowledge</u> and self-awareness related to the impact of culture on the interactions with students.	Demonstrates a <u>somewhat consistent</u> effective culturally responsive and social just skills and practices. This includes a demonstrated cultural awareness, appreciation, and humility. This also includes a respect for different cultures (e.g., race, ability levels, spirituality, gender identity, sexual orientation, and SES). <u>Exhibits knowledge</u> and self-awareness regarding multicultural considerations in counseling but does not always use this information. A minor amount of knowledge, self-awareness, and skill development is still needed.	Demonstrates <u>inconsistent</u> effective culturally responsive and socially just skills and practices. This includes limited demonstration of cultural awareness, appreciation, and humility. This also includes a limited respect for different cultural backgrounds (e.g., race, ability levels, spirituality, gender identity, sexual orietation and SES). <u>Exhibits a limited knowledge</u> of knowledge regarding multicultural topics and considerations in counseling but cannot effectively or routinely use it. A moderate amount of development is still needed concerning multicultural competencies.	<u>Unable to demonstrate</u> the cultural self awareness, humility, respect for divers cultures, and the integration of cultural responsive practices. <u>Does not exhibit required knowledge</u> to work with client and students from diverse cultural backgrounds. A significant amount of self-awareness, knowledge, and skill development is still needed.

Effectively ment draws valid includes d/or use of essments, o cultural 2.F.7.b, 2.F.7.e, 7.j, 2.F.7.k, EP standards	Demonstrates <u>consistent</u> ability to <u>effectively integrate assessment processes</u> related to counseling services. This includes employing highly effective selecting apocope tests, analyzing data, interpreting the results, and communicating findings. This also includes an enhanced attention to cultural bias in the assessment process. Exhibits a high degree of knowledge and skill regarding the use of assessment in counseling	Demonstrates <u>somewhat consistent and effective ability to use assessment processes</u> related to counseling services. This includes that ability to use appraisal skills, analyze data, interpret results, and communicate assessment findings. This also includes attention to cultural bias in the assessment process. Exhibits a moderate amount of knowledge and skill regarding the use of assessment in the counseling process. While the ability to use assessments effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively employ assessment strategies</u> in the counseling process. This includes a limited ability to identify tests, administer tests, analyze data, and interpret and communicate the findings. This includes limited insight into the role cultural bias place in the assessment process. Exhibits some knowledge in the area of assessment processes in counseling. A moderate amount of training in the area of assessment is still needed.	<u>Unable to demonstrate the ability to effectively employ assessment strategies</u> as a part of the counseling process. This includes the inability to identify and administer a test, analyze test data, and interpret and communicate findings. This includes a lack of appreciation for cultural issues in the assessment process. Does not exhibit the needed knowledge or skills in the area of assessment. A significant amount of learning and skill development in the area of assessment is still needed.
---	---	---	---	---

General Counseling Competencies

	Exemplary/Highly Effective as a Counselor	Proficient/Effective as a Counselor	Developing/Somewhat Effective as a Counselor	Unacceptable/Ineffective as a Counselor
	4	3	2	1
de seling to t or client 2.F.5.d., 5.h., G.3.o; CAEP	Demonstrates <u>consistent</u> effective use of individual counseling skills that promotes the wellbeing of the student or client. <u>Exhibits a high level of knowledge</u> regarding individual counseling and is able to effectively implement it with clients/students. This rating is evidenced by the ability to consistently establish a therapeutic relationship, demonstrate of effective counseling techniques (i.e., questions, reflections, and summaries), and application of counseling theory.	Demonstrates <u>somewhat consistent</u> effective use of individual counseling skills in attempt to promote the wellbeing of the student or client. <u>Exhibits knowledge</u> of effective individual counseling skills and can employ them effectively. This rating is evidenced by inconsistent ability to build and maintain a therapeutic relations, ineffective or inconsistent use of counseling techniques, or limited application of theory. A minor amount of individual counseling skill development is still needed.	Demonstrates <u>inconsistent</u> use of individual counseling skills in attempt to promote the wellbeing of the student or client. <u>Exhibits limited knowledge of effective individual counseling skills but has yet to use them proficiently.</u> This is evidenced by an impaired ability to consistently develop and maintain a therapeutic relationship, ineffective use of basic counseling techniques, and/or in ability to apply theory. A moderate amount of individual counseling skill development is still needed.	<u>Unable to demonstrate</u> the effective of individual counseling skills to promote student or client wellbeing. <u>Does not communicate the knowledge regarding effective counseling skills and cannot employ them with any success.</u> This is evidenced by an inability to develop and maintain a therapeutic relationship, ineffective/improper use of basic counseling skills, and/or an inability to apply theory. A significant amount of individual counseling skill development is still needed.
ounseling bility to ounseling wellbeing ients. 5.G.3.e., ards A.1.2,	Demonstrates <u>consistent</u> effective facilitation of group counseling. This includes an advanced understanding of group development and use of group counseling techniques. <u>Exhibits a high level of knowledge</u> regarding running a counseling group.	Demonstrates a <u>somewhat consistent</u> effective facilitation of group counseling. This includes an understanding of group development and use of group counseling techniques. <u>Exhibits the knowledge required to implement group counseling.</u> A minor amount of classroom skill development is still needed.	Demonstrates <u>inconsistent</u> effective facilitation of group counseling. This includes a displayed ability to run group counseling but does not employ it effectively and/or consistently. <u>Displayed limited knowledge of effective facilitation of group counseling but does not employ it effectively and/or consistently.</u> A moderate amount of group facilitation skill development is still needed.	<u>Unable to demonstrate</u> the effective facilitation of group counseling. <u>Does not exhibit the required knowledge</u> for effective delivery of group counseling. A significant amount of group counseling skill development is still needed.

5.F.5.c; 2.A.3.4)	Demonstrates <u>consistent</u> effective use of consultation skills and techniques. This includes the highly effective application of consultation theory and process, assessment strategies, and advanced communication skills. Exhibits a high level of knowledge regarding how to conduct consultation with other counselors, cross-discipline professionals, or other stakeholders.	Demonstrates a <u>somewhat consistent</u> effective use of consultation skills. This includes the ability to use consultation as a counselor and the application of consultation theory, processes, assessment strategies, and communication skills. <u>Exhibits knowledge</u> regarding consultation but does not always use it effectively. A minor amount of consultation skill development is still merited.	Demonstrates <u>inconsistent</u> effective use of consultations skills. This includes a limited ability to implement consultation, apply consultation theory, assess consultation outcomes, and communicate with consultees. <u>Displays the some consultation knowledge</u> but does not effectively or routinely implement it. A moderate amount of skill development is still needed in the area of consultation theory and use of consultation skills.	<u>Unable to demonstrate effective use</u> of consultation skills within the counseling profession to help clients or students. <u>Does not exhibit the required knowledge</u> to effectively use consultation skills in the counseling profession. A significant amount of knowledge and skill development regarding consultation is still needed.
5.G.3.1; 2.A.3.4)	Demonstrates <u>consistent</u> effective use of collaboration skills and techniques when working with other counselors, cross-discipline professionals, or other stakeholders. This includes an advance ability to work collaboratively, value perspective from diverse stakeholder, and to participate in shared decision-making and accountability. <u>Exhibits a high level of knowledge</u> regarding approaches to collaboration with client or student stakeholders.	Demonstrates a <u>somewhat consistent</u> effective application of collaboration in a counselor's role. This includes a demonstrated ability to work well with others, to listen and use the perspective of others, and to use shared decision-making and accountability. <u>Exhibits knowledge</u> regarding collaboration skills. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use collaboration skills as a counselor. This includes limited ability to apply collaboration approaches and process, work effectively with others, and employ shared decision-making and accountability. <u>Displays a limited knowledge</u> of consultation theory but does not effectively or routinely implement it. A moderate amount of consultation knowledge skill development is still needed.	<u>Unable to demonstrate effective use</u> of collaboration as a counselor. <u>Does not exhibit the required knowledge</u> to employ collaboration strategies. A significant amount of knowledge about collaboration and collaboration skill development is still required.
5.G.3.k, wards A.1.2,	Demonstrates <u>consistent</u> effective use of advocacy to promote systemic change, promote the role of the counselor, and to address social justice issues. This includes highly effective use of data as a tool to identify and advocate for a student/client, program, and the profession. This also include highly effective promotion of policies and practices that eliminate barriers and access to support client or student success. <u>Exhibits a high level of knowledge</u> of advocacy skills and competencies.	Demonstrates a <u>somewhat consistent</u> effective use of advocacy that fosters systemic change, promotes the role of the counselor, and addresses social justice issues. This includes using data as a tool to advocate for clients/students and the profession. This also includes the promotion of policies and practices that reduce barriers and access for all students. <u>Exhibits the knowledge</u> to use advocacy as a counselor to support student success and development of the profession but does not always use this skill. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of advocacy to promote systematic change, the role of the counselor, and to address social justice issues. This includes a limited ability to use data to advocate for client/students and the profession as a whole. This also includes a limited ability to encourage policies that eliminate barriers and access for all students. <u>Displays limited knowledge</u> of advocacy but cannot effectively or routinely implement it. A moderate amount of advocacy skill development is still needed.	<u>Unable to demonstrate</u> the use of advocacy skills to address client/student, professional, and social justice based issues. <u>Does not exhibit the required knowledge</u> to utilize advocacy as a counselor. A significant amount of learning about advocacy and its application is still needed.
2.F.8.a, P standards	Demonstrates <u>consistent</u> effective applications of research and scholarly publications to identify and design counseling services. This includes an advanced ability to search, identify, evaluate, and integrate research for the purposes of fulfilling a counselor's role. <u>Exhibits a high level of knowledge</u> regarding the use and application of research as a counselor.	Demonstrates a <u>somewhat consistent</u> effective application of research and scholarly publications to assist and identifying and developing counseling services. This includes the ability to search, identify, evaluate, and integrate different form of research into practice with the aim of delivering counseling services. <u>Exhibits the knowledge</u> to identify and integrate the research into practice but doesn't always do it effectively. A minor amount of skill development regarding the application of research is still needed.	Demonstrates <u>inconsistent</u> effective application and integration of research into the practice of counseling. This includes a limited ability to identify relevant research, make sense of the research, and integrate the research into practice. <u>Displays limited knowledge</u> of the role research plays in counseling practice but does not effectively or routinely implement it. A moderate amount of knowledge and understanding about the application of research is still needed.	<u>Unable to demonstrate</u> the ability to identify and integrate research into counseling practice. <u>Does not exhibit the required knowledge</u> regarding search for research and how research support the services delivered by counselors. A significant amount of development of research and research application skills is still needed.

Self-care and wellness of self- 2.F.1.1; 2, A.3.4)	Demonstrates <u>consistent</u> effective reflection on self-care and takes effective action to promote wellbeing. This includes highly effective self-assessment of wellbeing, excellent work-life balance, and effective use of self-care strategies. <u>Exhibits a high level of knowledge</u> about the importance of self-care and professional wellbeing along with strategies to maintain wellbeing.	Demonstrates a <u>somewhat consistent</u> effective use of self-care strategies that promote their wellbeing. This includes a fairly effective use of wellbeing self-assessment, management of work-life balance, and use of self-care strategies. <u>Exhibits knowledge</u> regarding the importance of self-care and professional wellbeing. A minor amount of learning self-care and personal wellbeing as a counselor is still needed.	Demonstrates <u>inconsistent</u> effective use of self-care strategies to promote their wellbeing. This includes a limited ability to effectively apply self-assessment of wellness, maintain a health work-life balance, and implement self-care strategies. <u>Displays some knowledge</u> of self-care and professional wellbeing but cannot effectively or routinely apply this information. A moderate amount learning regarding professional self-care is still needed.	<u>Unable to demonstrate</u> the ability to effectively use of self-care strategies to promote their own wellbeing. <u>Does not exhibit the required knowledge</u> about professional wellbeing and self-care. A significant amount of training regarding developing and maintain professional wellbeing and the use of self-care is still needed.
Technology: ethically and specifically to 2.F.1.1; 1, A.1.2,	Demonstrates <u>consistent</u> ethical and effective use of technology specific to the counseling profession. This includes highly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online apps). <u>Exhibits a high level of knowledge</u> of the effective and ethical use of common technology used by practicing counselors.	Demonstrates a <u>somewhat consistent</u> ethical and effective use of counseling specific technology. This includes a fairly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Exhibits knowledge</u> of the effective and ethical use of technology specific to the counseling profession. A minor amount of learning about technology used as a counselor is still needed.	Demonstrates <u>inconsistent</u> ethical and effective use of technology associated with counseling. This includes a limited ability to effectively use typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Displays some knowledge</u> of the effective and ethical use of common technology in the counseling profession but cannot effectively or routinely apply this information. A moderate amount learning regarding technology is still needed	<u>Unable to demonstrate</u> the ability to ethically and effectively use appropriate technology used in the counseling profession. <u>Does not exhibit the required knowledge</u> about the application of technology in counseling. A significant amount of training regarding the effective and ethical use of technology specific to counseling is still needed.
and g: Ability case plans, counseling 1.2, A.3.4)	Demonstrates <u>consistent</u> effective use of clinical documentation and record keeping. This includes highly effective use of site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits a high level of knowledge</u> regarding appropriate documentation and record keeping processes and procedures.	Demonstrates a <u>somewhat consistent</u> effective use of clinical documentation and record keeping. This includes a fairly effective use of site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits the knowledge</u> of appropriate documentation and record keeping processes and procedures. A minor amount of learning and skill development regarding clinical documentation and record keeping is still needed.	Demonstrates an <u>inconsistent</u> use of clinical documentation and record keeping. This includes a limited ability to effectively use site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits some knowledge</u> of appropriate documentation and record keeping processes and procedures but cannot effectively or regularly apply this knowledge in practice. A moderate amount of learning and skill development regarding clinical documentation and record keeping is still needed.	<u>Unable to demonstrate</u> the ability to effectively employ clinical documentation and record keeping. <u>Does not exhibit the knowledge</u> of appropriate documentation and record keeping processes and procedures. A significant amount of learning and skill development regarding clinical documentation and record keeping is still needed.

and olicies: n nd nseling ies and <i>1.1, A.1.2,</i>	Demonstrates <u>consistent</u> adherence and advanced understanding of school/site policies and regulations. This includes being knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits a high level of knowledge</u> regarding the rules and policies that govern the site/school.	Demonstrates a <u>somewhat consistent</u> adherence to school/site policies and regulations. This includes being knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits the knowledge</u> required to adhere to rules and policies that govern the site/school. A minor amount of learning regarding school/site policies is still merited.	Demonstrates an <u>inconsistent</u> adherence to school/site policies and regulations. This includes limited knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits some knowledge</u> required to adhere rules and policies that govern the site/school but cannot effectively or consistently apply this knowledge in practice. A moderate amount of learning regarding school/site policies and procedures is still needed.	<u>Unable to demonstrate</u> the knowledge and adherence to school/site policies and procedures. <u>Does not exhibit the knowledge</u> about the site/school rules, professional standards, and processes to be compliant. A significant amount of learning regarding school/site policies and procedures is still needed.
n: unicate n-verbally , staff at the <i>1.1, A.1.2,</i>	Demonstrates <u>consistent</u> highly effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes strong written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes a demonstrated proficient in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits a high level of knowledge and skill</u> regarding effective communication strategies.	Demonstrates a <u>somewhat consistent</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes mostly effective written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes a demonstrated adequate skill in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits knowledge</u> and skills regarding effective communication. A minor amount of learning regarding effective communication is still merited.	Demonstrates an <u>inconsistent</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes a limited ability to use effective written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes limited skill in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits some knowledge</u> required skills for effective communication but cannot exhibit these consistently or effectively. A moderate amount of learning regarding effective communication skills is still needed.	<u>Unable to demonstrate</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. Does not exhibit the needed knowledge or skills to communicate effectively. A significant amount of learning regarding effective communication in professional settings is still needed.
ith Other ish d tionships , staff other the site. <i>1.1, A.1.2,</i>	Demonstrates <u>consistent</u> and highly effective ability to build and maintain rapport with other professionals and colleagues. This includes a heightened ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the highly effective skill of maintaining these relationships and coming off a positive and encouraging colleague. <u>Exhibits a high level of knowledge</u> regarding building relationships with professional at their site/school.	Demonstrates a <u>somewhat consistent</u> ability to build and maintain rapport with other professionals and colleagues. This includes a somewhat effective ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the fairly effective skill of maintaining these relationships and coming off a positive and encouraging colleague. <u>Exhibits the knowledge</u> required to effectively build and maintain relationships with colleagues. A minor amount of learning regarding building rapport is still merited.	Demonstrates an <u>inconsistent</u> ability to build and maintain rapport with other professionals and colleagues. This includes a limited ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the limited ability to maintaining these relationships and coming off a positive and encouraging colleague <u>Exhibits some knowledge</u> required to build and maintain rapport with colleagues but cannot always apply it. A moderate amount of learning regarding building rapport across professionals is still needed.	<u>Unable to demonstrate</u> an ability to build and maintain rapport with other professionals and colleagues. Does not exhibit the needed skills and ability to build rapport with other professionals at the site/school. A significant amount of learning regarding building and maintaining rapport with colleagues is still needed.

to Needs stand ors/staff s/students) a and resource . 1.1, A.1.2,	Demonstrates <u>consistent</u> and highly effective ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a heightened willingness to help out and be available to support the organization and the people in it. <u>Exhibits a high level of awareness</u> about the needs of people around them and within the organization.	Demonstrates a <u>somewhat consistent</u> ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a moderate willingness to help out and be available to support the organization and the people in it. <u>Exhibits awareness</u> of the needs of others around them. A minor amount of learning and skill development regarding recognizing and supporting the needs of others is still merited.	Demonstrates an <u>inconsistent</u> ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a limited willingness to help out and be available to support the organization and the people in it. <u>Exhibits some awareness</u> of the needs of others around them but doesn't apply this awareness often or consistently. A moderate amount of learning and skill development regarding recognizing and supporting the needs of others is still needed.	<u>Unable to demonstrate</u> an ability to understand the needs of other people at the site/school and within the organization as a whole. Does not exhibit the needed awareness of the needs of the organization and others within it, and lack a willingness to support the organization or the people in it. A significant amount of training regarding school/site policies and procedures recognizing and supporting the needs of others is still needed.
l of learning or skills eir the site dback rvisor. 1.1, A.1.2,	Demonstrates <u>consistent</u> and highly motivated desire to learn and grow in their knowledge of the counseling profession. This includes an active pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits a high degree of motivation</u> to learn as much as possible about being an effective counselor.	Demonstrates a <u>somewhat consistent</u> motivation to learn and grow in their knowledge of the counseling profession. This includes a somewhat active pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits the motivation</u> required to seek out and participate in professional development but does not always do so. A minor increase in motivation for learning and professional development is still merited.	Demonstrates an <u>inconsistent</u> motivation to learn and grow in their knowledge of the counseling profession. This includes a limited pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits minimal motivation</u> to seek out and participate in professional development and rarely do so. A moderate increase in motivation for learning and professional development is still merited.	<u>Unable to demonstrate</u> motivation to learn and grow in their knowledge of the counseling profession. Does not exhibit the motivation to seek out and participate in professional development and rarely do so. A significant increase in motivation for learning and professional development is still needed.
agement: ce their co age the kload and 1.1, A.1.2,	Demonstrates <u>consistent</u> and highly effective ability to balance their time and workload at the site/school. This includes advanced skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits a high level</u> of knowledge and skill regarding time management.	Demonstrates a <u>somewhat consistent</u> and somewhat effective ability to balance their time and workload at the site/school. This includes some skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits the knowledge</u> required to effectively manage their time but does not always do so. A minor amount of training regarding time management is still merited.	Demonstrates an <u>inconsistent</u> ability to balance their time and workload at the site/school. This includes limited skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits some knowledge</u> required to effectively manage their time but rarely do so. A moderate amount of training regarding time management is still needed.	<u>Unable to demonstrate</u> the ability to balance their time and workload at the site/school. Does not exhibit the needed skills and abilities to engage in effective time management. A significant amount of learning regarding time management is still needed.

Feedback

3:

Feedback:

Signature: _____

Signature: _____



School Counselor Clinical and Competency Scale

Date Completed: _____

Name: _____

Site Name: _____

to complete this form: First, the supervisor should review each item and its description. Then, the supervisors should rate the supervisee using the scale. The supervisor should then write a written description of the supervisee's progress on the last page. Once the form is complete, the supervisor should review each rating with the supervisee. The supervisor should then discuss the score with recommendations to improve in each area. Finally, both the supervisee and supervisor should sign and date the form and the supervisee should return the form to the supervisor.

Counseling Skills, Techniques, and Processes

	Exemplary/Highly Effective Counseling Process & Skills	Proficient/ Effective Counseling Process & Skills	Developing/Somewhat Effective Counseling Process & Skills	Unacceptable/Ineffective Counseling Process & Skills
	4	3	2	1
Nonverbal Counseling Skills: Demonstrates knowledge of nonverbal behavior. Knows when and how to use eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling sessions. <i>2.F.5.f, 2.F.5.g, IP standards</i>	Demonstrates <u>consistent</u> ability to effectively employ nonverbal counseling skills. This includes the advanced use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence. Possesses a high degree of knowledge and skill regarding the use of nonverbal counseling skills.	Demonstrates <u>somewhat consistent and effective ability</u> to employ nonverbal counseling skills. This includes the somewhat skillful use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits a moderate amount of knowledge and skill regarding the use of nonverbal counseling skills. While the ability to use nonverbal counseling skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use nonverbal counseling skills. This includes a limited ability to use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits some knowledge in the area of nonverbal counseling skills but does not consistently employ the skill. A moderate amount of training in the area of nonverbal counseling skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> employ nonverbal counseling skills in counseling. This includes the inability to use body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Does not exhibit the needed knowledge or skills in the area of nonverbal counseling skills. A significant amount of learning and skill development in the area of nonverbal counseling skills is still needed.
Active Listening Skills: Demonstrates effective listening skills. This includes the ability to focus on the student/client's narrative and recall important information. <i>2.F.5.f, 2.F.5.g, IP standards</i>	Demonstrates <u>consistent</u> ability to focus on the student's/client's narrative. This includes staying focused on what the client/student is saying and being able to recall important elements. Possesses a high degree of knowledge and skill regarding effective listening.	Demonstrates <u>somewhat consistent and effective ability</u> to use effective listening skills during counseling. This includes somewhat of an ability to stay focused on what the student/client is saying and somewhat effectiveness in recalling important information. Exhibits a moderate amount of knowledge and skill regarding effective listening skills. While the ability to use listening effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use effective listening skills during counseling. This includes a limited ability to stay focused on what the student/client is saying and limited effectiveness in recalling important information. Exhibits some knowledge in the area of listening skills. A moderate amount of training in the area of listening skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use effective listening skills during counseling. This includes the inability to stay focused on what the student/client is saying and recall important information. Does not exhibit the needed knowledge or skills in the area of listening skills. A significant amount of learning and development in the area of listening skills is still needed.

skills: Demonstrates <u>consistent</u> ability to effectively use door openers, close-ended questions, and open-ended questions. This includes very well timed, focused and highly effective questions that further the dialogue with the client/student. This also includes the limited use of close-ended questions when open-ended questions are more effective. Possesses a high degree of knowledge and skill regarding the use of door openers and questions when counseling. 2.F.5.f, 2.F.5.g, IP standards	Demonstrates <u>somewhat consistent and effective ability to</u> use door openers, close-ended questions, and open-ended questions. This includes somewhat well timed, fairly focused and mostly effective door openers and questions that further the dialogue with the client/student. This also includes the moderately limited use of close-ended questions when open-ended questions are more effective. Exhibits a moderate amount of knowledge and skill for use of questions. While the ability to use door openers and questions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use door openers, close-ended questions, and open-ended questions. This includes a limited ability to use well timed, focused, and effective questions that somewhat further the dialogue with the client/student but can also be problematic at times. Exhibits some knowledge in the area of using door openers and questions in counseling. A moderate amount of training in the area of door openers and questions is still needed.	Unable to demonstrate the ability to <u>effectively</u> use door openers, close-ended questions, and open-ended questions. This includes the inability to apply door openers and questions in an effective, well timed, and focused way. Does not exhibit the needed knowledge or skills regarding door openers and questions. A significant amount of learning and skill development in the area of door openers and questions is still needed.
skills: Demonstrates <u>consistent</u> ability to reflect the content, feelings, and meaning expressed by the client or student. This includes a highly effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes limited to no parroting of the student/client and minimal inaccurate reflections. Possesses a high degree of knowledge and skill regarding reflection skills. 2.F.5.f, 2.F.5.g, IP standards	Demonstrates <u>somewhat consistent and effective ability to</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a somewhat effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes a minimal amount of parroting of the student/client and moderate to minimal amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. While the ability to use reflection effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a limited ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a moderate amount of parroting of the student/client and large to moderate amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. Exhibits some knowledge in the area of reflection skills but isn't able to consistently demonstrate it. A moderate amount of training in the area of reflection is still needed.	Unable to demonstrate the ability to <u>effectively</u> reflect the content, feelings, and meaning expressed by students or clients. This includes the inability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a high degree of parroting of the student/client and very large amount of inaccurate reflections. Does not exhibit the needed knowledge or skills in the area of reflection skills. A significant amount of learning and skill development in the area of reflection is still needed.
skills: Demonstrates <u>consistent</u> ability to effectively use summarizing skills. This includes highly strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Possesses a high degree of knowledge and skill regarding summaries in the counseling process. 2.F.5.f, 2.F.5.g, IP standards	Demonstrates <u>somewhat consistent and effective ability to</u> use summarizing skills. This includes a somewhat strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits a moderate amount of knowledge and skill about summary skills in counseling. While the ability to use summarizing skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use summarizing skills. This includes a limited ability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits some knowledge in the area of summarizing skills but isn't able to demonstrate them consistently. A moderate amount of training in the area of summarizing is still needed.	Unable to demonstrate the ability to <u>effectively</u> use summarizing skills. This includes the inability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Does not exhibit the needed knowledge or skills in the area of summarizing skills. A significant amount of learning and skill development in the area of using summaries is still needed.

Goal Setting: Demonstrates <u>consistent</u> ability to effectively use goal setting skills to establish realistic, appropriate, and attainable therapeutic goals. This includes an advanced application of counseling skills to elicit therapeutic goals from students/clients. Possesses a high degree of knowledge and skill regarding the use of goals in the counseling process. 2.F.5.f, 2.F.5.g, CAEP standards	Demonstrates <u>consistent</u> ability to effectively help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an advanced application of counseling skills to elicit therapeutic goals from students/clients. Possesses a high degree of knowledge and skill regarding the use of goals in the counseling process.	Demonstrates <u>somewhat consistent and effective ability</u> to help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a somewhat effective application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a moderate amount of knowledge and skill regarding goal setting in counseling. While the ability to use goal setting skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a limited ability to apply counseling skills to elicit therapeutic goals from students/clients. Exhibits some knowledge in the area of goal setting but isn't able to demonstrate them consistently. A moderate amount of training in the area of goal setting is still needed.	<u>Unable to demonstrate the ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an inability to apply counseling skills to elicit therapeutic goals from students/clients. Does not exhibit the needed knowledge or skills in the area of goal setting skills. A significant amount of learning and skill development in the area of goal setting is still needed.
Challenging Skills: Demonstrates <u>consistent</u> ability to employ challenging skills in a highly effective manner. This includes the advanced application of challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Possesses a high degree of knowledge and skill regarding the use of challenging skills. 2.F.5.f, 2.F.5.g, CAEP standards	Demonstrates <u>consistent</u> ability to employ challenging skills in a highly effective manner. This includes the advanced application of challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Possesses a high degree of knowledge and skill regarding the use of challenging skills.	Demonstrates <u>somewhat consistent and effective ability</u> to use challenging skills to help point out inconsistencies to students/clients. This includes the ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a moderate amount of knowledge and skill regarding the use of challenging skills. While the ability to use challenging skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use challenging skills to help point out inconsistencies to students/clients. This includes limited ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits some knowledge in the area of challenging skills. A moderate amount of training in the area of challenging skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use challenging skills to help point out inconsistencies to students/clients. This includes the inability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Does not exhibit the needed knowledge or skills in the area of using challenging skills in counseling. A significant amount of learning and skill development in the area of challenging skills is still needed.
Counseling Theory: Demonstrates <u>consistent</u> ability to integrate counseling theory into the delivery of services. This includes an advanced understanding of counseling theories related to their application in practices of counseling, conceptualization of students/clients, and determination of counseling plan. Possesses a high degree of knowledge and skill regarding the application of counseling theory. 2.F.5.a; CAEP standards	Demonstrates <u>consistent</u> ability to integrate counseling theory into the delivery of services. This includes an advanced understanding of counseling theories related to their application in practices of counseling, conceptualization of students/clients, and determination of counseling plan. Possesses a high degree of knowledge and skill regarding the application of counseling theory.	Demonstrates <u>somewhat consistent and effective ability</u> to utilize counseling theory in practice. This includes somewhat of an ability to apply counseling theories in the conceptualization of students/client and planning of interventions in counseling. Exhibits a moderate amount of knowledge and skill regarding the use of counseling theory into practice in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> integrate counseling theory into the counseling process. This includes a limited ability to apply counseling theory in understanding and planning for counseling with students or clients. Exhibits some knowledge in the area of the role of counseling theory in the practice of counseling. A moderate amount of training in the area of counseling theory is still needed.	<u>Unable to demonstrate the ability to effectively</u> utilize counseling theory in practice. This includes the inability to apply counseling theory to conceptualizing students or clients. Does not exhibit the needed knowledge or skills in the area of counseling theory. A significant amount of learning and skill development in the area of using counseling theory in practice is still needed.
Conceptualization: Demonstrates <u>consistent</u> ability to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes advanced consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes highly effective application of theory and treatment planning skills to understanding the process of counseling. Possesses a high degree of knowledge and skill regarding case conceptualization. 2.F.5.a, 2.F.5.b, CAEP standards	Demonstrates <u>consistent</u> ability to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes advanced consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes highly effective application of theory and treatment planning skills to understanding the process of counseling. Possesses a high degree of knowledge and skill regarding case conceptualization.	Demonstrates <u>somewhat consistent and effective ability</u> to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes a somewhat effective consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes fairly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a moderate amount of knowledge and skill regarding case conceptualization. While the ability to use case conceptualization effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes a limited ability to consider developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes limited effectiveness in applying theory and treatment planning skills to understanding the process of counseling. Exhibits some knowledge in the area of case conceptualization but is not able to consistently apply it. A moderate amount of training in the area of case conceptualization is still needed.	<u>Unable to demonstrate the ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes the inability to effectively consider the developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes poor application of theory and treatment planning skills to understanding the process of counseling. Does not exhibit the needed knowledge or skills in the area of case conceptualization. A significant amount of learning and skill development in the area of case conceptualization is still needed.

n: the ability to sessions end the ing process 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> ability to effectively end individual sessions and the overall counseling relationship. This includes an advanced understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Possesses a high degree of knowledge and skill regarding termination.	Demonstrates <u>somewhat consistent and effective ability to end individual sessions</u> and the overall counseling relationship. This includes an understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits a moderate amount of knowledge and skill regarding termination in counseling. While the ability to use termination effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a limited understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits some knowledge in the area of termination skills but is not always able to demonstrate it. A moderate amount of training in the area of termination is still needed.	<u>Unable to demonstrate the ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a poor understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Does not exhibit the needed knowledge or skills in the area of termination. A significant amount of learning and skill development in the area of termination is still needed.
c ows udent/client frains from al. This lity to be uine, and onal positive ncerns of nt. 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> and highly effective ability to demonstrate empathy, genuineness, and unconditional positive regard. This includes an advanced ability to create therapeutic conditions for the students or client. Possesses a high degree of knowledge and skill regarding therapeutic conditions in the counseling process.	Demonstrates <u>somewhat consistent and effective ability to demonstrate empathy</u>, genuineness, and unconditional positive regard. This includes a somewhat effective ability to create therapeutic conditions for the students or client. Exhibits a moderate amount of knowledge and skill regarding the therapeutic conditions in counseling. While the ability to use the therapeutic conditions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes a limited ability to create therapeutic conditions for the students or client. Exhibits some knowledge in the area of therapeutic conditions in counseling. A moderate amount of training in the area of therapeutic conditions in counseling is still needed.	<u>Unable to demonstrate the ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes an inability to create therapeutic conditions for the students or client. Does not exhibit the needed knowledge or skills in the area of the therapeutic conditions. A significant amount of learning and skill development in the area of therapeutic conditions is still needed.
c ne ability to aintain a ing 2.F.5.f, 2.F.5.g, P standards	Demonstrates <u>consistent</u> and highly effective ability to establish and maintain a therapeutic relationship with students or clients. This includes a heighten ability to avoid and work through ruptures in the therapeutic relationship. Possesses a high degree of knowledge and skill regarding the therapeutic relationship.	Demonstrates <u>somewhat consistent and effective ability to establish and maintain a therapeutic relationship</u> with students or clients. This includes a somewhat effective ability to avoid and work through ruptures in the therapeutic relationship. Exhibits a moderate amount of knowledge and skill regarding the development and use of therapeutic relationships. While the ability to build and maintain therapeutic relationships effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> establish and maintain a therapeutic relationship with students or clients. This includes a limited ability to avoid and work through ruptures in the therapeutic relationship. Exhibits some knowledge in the area of therapeutic relationships but is not able to apply consistently. A moderate amount of training in the area of developing and maintaining therapeutic relationships is still needed.	<u>Unable to demonstrate the ability to effectively</u> establish and maintain a therapeutic relationship with students or client. This includes an inability to avoid and work through ruptures in the therapeutic relationship. Does not exhibit the needed knowledge or skills in the area of developing and maintaining therapeutic relationships. A significant amount of learning and skill development in the area of therapeutic relationships is still needed.

Outcome Ability to track the progress of students/client with regarding to obtaining their goals in counseling. This includes a heightened ability effective evaluate the outcomes of the counseling process. Possesses a high degree of knowledge and skill regarding the progress monitoring and outcome evaluation. 2.F.8.d, 2.F.8.d, P standards	Demonstrates <u>consistent</u> and highly effective ability to track the progress of students/client with regarding to obtaining their goals in counseling. This includes a heightened ability effective evaluate the outcomes of the counseling process. Possesses a high degree of knowledge and skill regarding the progress monitoring and outcome evaluation.	Demonstrates somewhat consistent and <u>effective ability to</u> monitor the progress of a student/client during the counseling process. This includes a fairly effective ability to evaluate the outcomes of the counseling process. Exhibits a moderate amount of knowledge and skill regarding the use of progress monitoring and outcome evaluation. While the ability to monitor the progress of a student/client effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> monitor the progress of a student/client during the counseling process. This includes a limited ability to evaluate the outcomes of the counseling process. Exhibits some knowledge in the area of progress monitoring and outcome evaluation but is not able to apply consistently. A moderate amount of training in the area of progress monitoring and outcome evaluation is still needed.	Unable to demonstrate the ability to <u>effectively</u> monitor the progress of a student/client during the counseling process. This includes an inability to evaluate the outcomes of the counseling process. Does not exhibit the needed knowledge or skills in the area of progress monitoring and outcome evaluation. A significant amount of learning and skill development in the area of progress monitoring and outcome evaluation is still needed.
Community Referrals Ability to identify and collaborate with community partners, include an inability to utilize referrals effectively. Does not exhibit the required knowledge about community collaborations and referral processes. A significant amount of learning about community collaborations and referrals is still needed. 2.F.1.b., A.1.2,	Demonstrates <u>consistent</u> effective collaboration with helping agencies in the community and utilization referrals for additional support. This includes being highly effective at identifying the available resources in the local community and creating a community resource guide. <u>Possess a high level of knowledge</u> regarding referral and collaboration activities that support the needs of students and their families.	Demonstrates a <u>somewhat consistent</u> effective collaboration skills with other helping agencies in the communication. This includes a demonstrated ability to identify available resources in the communication, make referrals to community partners, and create a resource guide. <u>Possess the knowledge</u> to identify community resources and make referrals at appropriate times but does not do this effectively all the time. A minor amount of learning and skill development regarding community referrals and collaboration is still needed.	Demonstrates <u>inconsistent</u> effective use of community referrals and collaborations. This includes limited ability to identify and collaborate with counselors from across specialty areas and in the community. <u>Displays limited knowledge</u> of collaborating with community partners and completing referrals but does not effectively or routinely implement it. A moderate amount of learning a skill developing regarding collaborating with community referrals.	Unable to demonstrate the ability to collaborate effectively with community partners, include an inability to utilize referrals effectively. <u>Does not exhibit the required knowledge</u> about community collaborations and referral processes. A significant amount of learning about community collaborations and referrals is still needed.
Ethical and Legal Ability to apply appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes highly effective application of decision-making models and a heightened awareness of ethical and legal concerns. This also include a demonstrated ethical behavior in all interactions. This includes the ability to maintain confidentiality, navigate multiple relationships (i.e., boundary issues), and work within one's competencies. <u>Possess a high level of knowledge</u> of ethical and legal issues specific to counseling. 2.F.1.i; CAEP 4)	Demonstrates <u>consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes highly effective application of decision-making models and a heightened awareness of ethical and legal concerns. This also include a demonstrated ethical behavior in all interactions. This includes the ability to maintain confidentiality, navigate multiple relationships (i.e., boundary issues), and work within one's competencies. <u>Possess a high level of knowledge</u> of ethical and legal issues specific to counseling.	Demonstrates a <u>somewhat consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a somewhat effective use of ethical decision-making models and awareness of ethical and legal concerns. This includes the ability to maintain confidentiality, navigate multiple relationships, and work within one's competencies. <u>Possess the knowledge</u> of ethical and legal issues within the counseling profession. A minor amount of learning about ethical and legal issues specific to counseling is still needed.	Demonstrates <u>inconsistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a limited ability to effectively use ethical decision-making models and a limited awareness of ethical and legal concerns. <u>Displays some knowledge</u> of ethical and legal issues in school counseling but cannot effectively or routinely apply this information. A moderate amount learning regarding ethical and legal issues specific to counseling is still needed.	Unable to demonstrate the ability to effectively use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. Does not exhibit the required knowledge about ethical and legal issues and how they are applied in school counseling. A significant amount of training regarding ethical and legal issues specific to counseling is still needed.

al Displays ness, skills to ents from unds. This oration of y issues into ization, d counseling 2.F.2.b., 2.h., 2.F.3.i., 6.g., 5.G.3.k., IEP standards	Demonstrates <u>consistent</u> effective culturally responsive and socially just practices. This includes that a high level of cultural awareness, appreciation, and humility. This also includes an enhanced respect of cultural differences (e.g., race, ability levels, spirituality, gender, and SES). This also includes the application of advanced skills, such as broaching and the application of cultural variables in case conceptualization and planning. <u>Possess a high level of knowledge</u> and self-awareness related to the impact of culture on the interactions with students.	Demonstrates a <u>somewhat consistent</u> effective culturally responsive and social just skills and practices. This includes a demonstrated cultural awareness, appreciation, and humility. This also includes a respect for different cultures (e.g., race, ability levels, spirituality, gender, and SES). <u>Possess knowledge</u> and self-awareness regarding multicultural considerations in counseling but does not always use this information. A minor amount of knowledge, self-awareness, and skill development is still needed.	Demonstrates <u>inconsistent</u> effective culturally responsive and socially just skills and practices. This includes limited demonstration of cultural awareness, appreciation, and humility. This also includes a limited respect for different cultural backgrounds (e.g., race, ability levels, spirituality, gender, and SES). <u>Exhibits a limited knowledge</u> of knowledge regarding multicultural topics and considerations in counseling but cannot effectively or routinely use it. A moderate amount of development is still needed concerning multicultural competencies.	<u>Unable to demonstrate</u> the cultural self-awareness, humility, respect for diverse cultures, and the integration of cultural responsive practices. <u>Does not exhibit required knowledge</u> to work with clients and students from diverse cultural backgrounds. A significant amount of self-awareness, knowledge, and skill development is still needed.
t: Effectively ment draws valid s includes d/or use of essments, o cultural 2.F.7.b, 2.F.7.e, 7.j, 2.F.7.k, EP standards	Demonstrates <u>consistent</u> ability to <u>effectively integrate assessment processes</u> related to counseling services. This includes employing highly effective selecting apocopate tests, analyzing data, interpreting the results, and communicating findings. This also includes an enhanced attention to cultural bias in the assessment process. Possesses a high degree of knowledge and skill regarding the use of assessment in counseling	Demonstrates <u>somewhat consistent and effective ability to use assessment processes</u> related to counseling services. This includes that ability to use appraisal skills, analyze data, interpret results, and communicate assessment findings. This also includes attention to cultural bias in the assessment process. Exhibits a moderate amount of knowledge and skill regarding the use of assessment in the counseling process. While the ability to use assessments effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively employ assessment strategies</u> in the counseling process. This includes a limited ability to identify tests, administer tests, analyze data, and interpret and communicate the findings. This includes limited insight into the role cultural bias place in the assessment process. Exhibits some knowledge in the area of assessment processes in counseling. A moderate amount of training in the area of assessment is still needed.	<u>Unable to demonstrate the ability to effectively employ assessment strategies</u> as a part of the counseling process. This includes the inability to identify and administer a test, analyze test data, and interpret and communicate findings. This includes a lack of appreciation for cultural issues in the assessment process. Does not exhibit the needed knowledge or skills in the area of assessment. A significant amount of learning and skill development in the area of assessment is still needed.

School Counseling Competencies

	Exemplary/Highly Effective as a Counselor	Proficient/Effective as a Counselor	Developing/Somewhat Effective as a Counselor	Unacceptable/Ineffective as a Counselor
	4	3	2	1

de singing to ademic, students. 2.F.5.d., 5.h., 5.3.o; CAEP	Demonstrates <u>consistent</u> effective use of individual counseling skills that promotes academic, career and personal/social development. <u>Possesses a high level of knowledge</u> regarding individual counseling and is able to effectively implement it with student. This rating is evidenced by the ability to consistently establish a therapeutic relationship, demonstrate of effective counseling techniques (i.e., questions, reflections, and summaries), and application of counseling theory.	Demonstrates <u>somewhat consistent</u> effective use of individual counseling skills in attempt to promote academic, career, and personal/social development. <u>Possesses the knowledge</u> of effective individual counseling skills and can employ them effectively. This rating is evidenced by inconsistent ability to build and maintain a therapeutic relations, ineffective or inconsistent use of counseling techniques, or limited application of theory. A minor amount of individual counseling skill development is still needed.	Demonstrates <u>inconsistent</u> use of individual counseling skills in attempt to promote academic, career, and personal/social development. <u>Exhibits limited knowledge of effective individual counseling skills but has yet to use them proficiently</u>. This is evidenced by an impaired ability to consistently develop and maintain a therapeutic relationship, ineffective use of basic counseling techniques, and/or in ability to apply theory. A moderate amount of individual counseling skill development is still needed.	<u>Unable to demonstrate</u> the effective of individual counseling skills to promote academic, career, and personal/social development. <u>Does not communicate the knowledge regarding effective counseling skills and cannot employ them with any success</u>. This is evidenced by an inability to develop and maintain a therapeutic relationship, ineffective/improper use of basic counseling skills, and/or an inability to apply theory. A significant amount of individual counseling skill development is still needed.
Lessons: op and om mote the er, and students. 5.G.3.c; 5.3.f; CAEP	Demonstrates <u>consistent</u> effective development and implementation of classroom lessons. This includes the development of exemplary classroom lessons and efficient differentiated instruction that promotes students' academic, career, and personal/social development. <u>Possesses a high level of knowledge</u> regarding the creation and implementation of classroom lessons. This rating is evidenced by high quality demonstration of teaching skills, curricular planning, and use of highly effective instructional skills.	Demonstrates <u>somewhat consistent</u> effective creation and facilitation of classroom lessons. This includes an ability to create well-designed classroom lessons and to employ differentiated instruction that promotes students' academic, career, and personal/social development. <u>Possesses the knowledge</u> to develop and conduct effective classroom lessons. This rating is evidenced by quality demonstration of teaching skills, curricular planning, and use of effective instructional skills. A minor amount of classroom lesson planning and/or implementation skill development is still needed.	Demonstrates <u>inconsistent</u> effective creation and facilitation of classroom lessons. This includes an ability to create classroom lessons and to employ differentiated instruction that promotes students' academic, career, and personal/social development. <u>Exhibits limited knowledge to develop and conduct effective classroom lessons but has yet to use them proficiently</u>. This rating is evidenced by limited display of teaching skills, curricular planning, and use of effective instructional skills. A moderate amount of classroom lesson planning and/or implementation skill development is still needed.	<u>Unable to demonstrate</u> the effective use of classroom lessons that promote academic, career, and personal/social development. <u>Does not show evidence that they possess the knowledge regarding the development and implementation of classroom lessons</u>. This is evidenced by a lack of ability to create comprehensive lessons and facilitate them within a classroom environment. A significant amount of classroom lesson planning and/or implementation skill development is still needed.
ffective gement 5.G.3.c; 2. A.3.4)	Demonstrates <u>consistent</u> effective classroom management skills when delivering a lesson. This includes high skills use of instructional strategies that prevent and respond to problematic student behavior. <u>Possess a high level of knowledge</u> regarding effective ways to manage classroom behavior.	Demonstrates a <u>somewhat consistent</u> effective use of classroom management strategies. This includes the displayed skill to use effective instructional skills that prevent and respond to problematic classroom behavior. <u>Possess the knowledge to manage a classroom effectively</u>. A minor amount of classroom skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of classroom management. This includes the ability to prevent and respond to problematic behaviors at times but not all the time. <u>Displayed limited knowledge of effective classroom management but does not employ it effectively and/or consistently</u>. A moderate amount of classroom management skill development is still needed.	<u>Unable to demonstrate</u> the effective use of classroom management skills. <u>Does not show evidence that they possess the required knowledge of classroom management skills</u>. A significant amount of classroom management skill development is still needed.

ounseling bility to ounseling on plans strategies. 5.G.3.e., ards A.1.2,	Demonstrates <u>consistent</u> effective creation of group counseling curriculum. This includes creation of clear, sequential, and developmentally appropriate lesson plans and assessment strategies that accurately match the needs of the students. Possess a <u>high level of knowledge</u> regarding the development of group counseling curriculum and lessons.	Demonstrates a <u>somewhat consistent</u> effective development of group counseling curriculum lesson plans and assessment strategies. This includes clear, sequential, and developmentally appropriate group activities. <u>Possess the knowledge</u> to develop effective group counseling curriculum lesson. A minor amount of classroom skill development is still needed.	Demonstrates <u>inconsistent</u> effective creation of group counseling curriculum lesson plans and assessments. This includes an exhibited ability to create clear, sequential, and developmentally appropriate activities but not all the time. <u>Displayed limited knowledge of effective group planning</u> but does not employ it <u>effectively and/or consistently</u>. A moderate amount of group curriculum skill development is still needed.	<u>Unable to demonstrate</u> the effective creation of group counseling curriculum lessons and assessment strategies. <u>Does not show the required knowledge</u> for creating effective group curriculum lessons and assessment strategies. A significant amount of curriculum lesson creation skill development is still needed.
ounseling bility to ounseling academic, students. 5.G.3.e., ards A.1.2,	Demonstrates <u>consistent</u> effective facilitation of group counseling. This includes an advanced understanding of group development and use of group counseling techniques with school-aged youth. <u>Possess a high level of knowledge</u> regarding running a counseling group.	Demonstrates a <u>somewhat consistent</u> effective facilitation of group counseling. This includes an understanding of group development and use of group counseling techniques. <u>Possess the knowledge</u> to implement group counseling with school-aged youth. A minor amount of classroom skill development is still needed.	Demonstrates <u>inconsistent</u> effective facilitation of group counseling. This includes a displayed ability to run group counseling with school-ages youth but does not employ it effectively and/or consistently. <u>Displayed limited knowledge of effective facilitation of group counseling</u> but does not employ it <u>effectively and/or consistently</u>. A moderate amount of group facilitation skill development is still needed.	<u>Unable to demonstrate</u> the effective facilitation of group counseling with school-aged youth. <u>Does not exhibit the required knowledge</u> for effective delivery of group counseling with school-aged youth. A significant amount of group counseling skill development is still needed.
ounseling effectively and with s, and other holders. 5.F.5.c: 2, A.3.4)	Demonstrates <u>consistent</u> effective use of consultation skills and techniques. This includes the highly effective application of consultation theory and process, assessment strategies, and advanced communication skills. Possess a high level of knowledge regarding how to conduct consultation with teachers, parents, administrators, and community-based organizations.	Demonstrates a <u>somewhat consistent</u> effective use of consultation skills. This includes the ability to use consultation as a school counselor and the application of consultation theory, processes, assessment strategies, and communication skills. <u>Possess the knowledge</u> regarding consultation but does not always use it effectively. A minor amount of consultation skill development is still merited.	Demonstrates <u>inconsistent</u> effective use of consultations sills. This includes a limited ability to implement consultation, apply consultation theory, assess consultation outcomes, and communicate with consultees. <u>Displays the some consultation knowledge</u> but does not effectively or routinely implement it. A moderate amount of skill development is still needed in the area of consultation theory and use of consultation skills.	<u>Unable to demonstrate effective use</u> of consultation skills within school to address P-12 student needs. <u>Does not exhibit the required knowledge</u> to effectively use consultation skills in schools. A significant amount of knowledge and skill development regarding consultation is still needed.
ounseling effectively parents, and other holders ices. 5.G.3.i: 2, A.3.4)	Demonstrates <u>consistent</u> effective use of collaboration skills and techniques when working with teachers, parents, administrators, and other educational stake holders. This includes an advance ability to work collaboratively, value perspective from diverse stakeholder, and to participate in shared decision-making and accountability. <u>Possess a high level of knowledge</u> regarding approaches to collaboration with educational stakeholders.	Demonstrates a <u>somewhat consistent</u> effective application of collaboration in a school counseling role. This includes a demonstrated ability to work well with others, to listen and use the perspective of others, and to use shared decision-making and accountability. <u>Possess the knowledge</u> regarding collaboration skills. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of collaboration skills as a school counselor. This includes limited ability to apply collaboration approaches and process, work effectively with others, and employ shared decision-making and accountability. <u>Displays a limited knowledge</u> of consultation theory but does not effectively or routinely implement it. A moderate amount of consultation knowledge skill development is still needed.	<u>Unable to demonstrate effective use</u> of collaboration as a school counselor. <u>Does not exhibit the required knowledge</u> to employ collaboration strategies. A significant amount of knowledge about collaboration and collaboration skill development is still required.

Advocates social, systemic change, and addresses social justice issues. This includes highly effective use of data as a tool to identify and advocate for a student, program, and the profession. This also include highly effective promotion of policies and practices that eliminate barriers and access to support student achievement. <u>Possess a high level of knowledge</u> of advocacy skills and competencies. 5.G.3.k., Standards A.1.2,	Demonstrates <u>consistent</u> effective use of advocacy to promote systemic change, promote the role of the school counselor, and to address social justice issues. This includes using data as a tool to advocate for students, the program, and the profession. This also includes the promotion of policies and practices that reduce barriers and access for all students. <u>Possess the knowledge</u> to use advocacy as a school counselor to support student success and development of the profession but does not always use this skill. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of advocacy to promote systematic change, the role of the school counselor, and to address social justice issues. This includes a limited ability to use data to advocate for students, the program, and the profession as a whole. This also includes a limited ability to encourage policies that eliminate barriers and access for all students. <u>Displays limited knowledge</u> of advocacy but cannot effectively or routinely implement it. A moderate amount of advocacy skill development is still needed.	<u>Unable to demonstrate</u> the use of advocacy skills to address student, program, professional, and social justice based issues. <u>Does not exhibit the required knowledge</u> to utilize advocacy as a school counselor. A significant amount of learning about advocacy and its application is still needed.
Identifies, implements, interventions to support P-12 students' academic development. This includes a highly effective identification and use of culturally responsive, developmentally appropriate, preventative, and research-informed practices. <u>Possess a high level of knowledge</u> of academic interventions and pathways to identify intervention to address academic needs of P-12 students. 5.G.3.d., EP standards	Demonstrates <u>consistent</u> effective identification, planning, and implementation of school counseling interventions that support P-12 students' academic development. This includes a somewhat effective ability to identify and employ culturally responsive, developmentally appropriate, preventative, and research-informed practices to support academic development. <u>Possess the knowledge</u> to search for, identify or create, and facilitate interventions that address academic needs of P-12 students. A minor amount of knowledge and skill development regarding the use of academic interventions is still needed.	Demonstrates <u>inconsistent</u> effective use of skill to identify, plan, and facilitate interventions for P-12 students' academic development. This includes a limited ability to identify and apply culturally relevant, developmentally appropriate, and research-informed practices to support academic development. <u>Exhibits limited knowledge</u> regarding the identification and implementation of academic interventions but does not effectively or routinely implement them. A moderate amount of training in the identification and implementation of academic interventions is still needed.	<u>Unable to demonstrate</u> the ability to effectively identify or create and implement an academic interventions that support P-12 students' educational outcomes. <u>Does not exhibit the required knowledge</u> to identify or create and implement academic interventions that support P-12 students' educational outcomes. A significant amount of knowledge and skill regarding academic interventions with P-12 students is still needed.
Identifies, implements, interventions to support P-12 students' career development and exploration. This includes using culturally responsive, developmentally appropriate, preventative, and research-informed practices. <u>Possess a high level of knowledge</u> of career counseling interventions and pathways to identify interventions to address students' career development needs. 2.F.4.j., EP standards	Demonstrates a <u>somewhat consistent</u> effective identification, planning, and facilitation of school counseling interventions to enhance P-12 students' career development. This includes a somewhat effective ability to identify and employ culturally responsive, developmentally appropriate, preventative, and research-informed practices to support career development. <u>Possess the knowledge</u> to search for, identify or create, and facilitate interventions that address career exploration with P-12 students. A minor amount of knowledge and skill development regarding the use of career counseling interventions is still needed.	Demonstrates <u>inconsistent</u> effective use of skill to identify, plan, and facilitate interventions for P-12 students' career exploration and development. This includes a limited ability to identify and apply culturally relevant, developmentally appropriate, and research-informed practices to support career exploration and development. <u>Exhibits limited knowledge</u> regarding the identification and implementation of career counseling interventions but does not effectively or routinely implement them. A moderate amount of training in the identification and implementation of career counseling interventions is still needed.	<u>Unable to demonstrate</u> the ability to effectively identify or create and implement interventions that support P-12 students' career development and exploration. <u>Does not exhibit the required knowledge</u> to identify or create and implement academic interventions that support P-12 students' career exploration and development. A significant amount of knowledge and skill regarding career development interventions with P-12 students is still needed.

ocial ntifies, ements, enhance pment. 5.G.3.f., ards A.1.2,	Demonstrates <u>consistent</u> effective identification, planning, and implementation of school counseling interventions that enhance students' personal/social development. This includes using culturally responsive, developmentally appropriate, preventative, and research-informed practices. <u>Possess a high level of knowledge</u> of personal/social interventions and pathways to identify interventions to address students' personal/social needs.	Demonstrates a <u>somewhat consistent</u> effective identification, planning, and facilitation of school counseling interventions to enhance P-12 students' personal/social development. This includes a somewhat effective ability to identify and employ culturally responsive, developmentally appropriate, preventative, and research-informed practices to enhance personal social development. <u>Possess the knowledge</u> to search for, identify or create, and facilitate interventions that address personal/social needs of P-12 students. A minor amount of knowledge and skill development regarding the use of personal/social interventions is still needed.	Demonstrates <u>inconsistent</u> effective use of skill to identify, plan, and facilitate interventions for P-12 students' personal/social development. This includes a limited ability to identify and apply culturally relevant, developmentally appropriate, and research-informed practices to support personal/social development. <u>Exhibits limited knowledge</u> regarding the identification and implementation of personal/social development interventions but does not effectively or routinely implement them. A moderate amount of training in the identification and implementation of personal/social development interventions is still needed.	<u>Unable to demonstrate</u> the ability to effectively identify or create and implement interventions that support P-12 students' personal/social needs. <u>Does not exhibit the required knowledge</u> to identify or create and implement interventions that support P-12 students' personal/social development. A significant amount of knowledge and skill regarding academic interventions with P-12 students is still needed.
ary lements ctivities levels to s for a full ndary ortunities. 5.G.3.e., G.3.j., ards A.1.2,	Demonstrates <u>consistent</u> effective identification, planning, and implementation of school counseling interventions that support students' postsecondary transitions. This includes using culturally responsive, developmentally appropriate, preventative, and research-informed practices <u>Possess a high level of knowledge</u> of postsecondary transition interventions and pathways to identify interventions to address students' postsecondary needs.	Demonstrates a <u>somewhat consistent</u> effective identification, planning, and facilitation of school counseling interventions to enhance P-12 students' postsecondary transitions and college going. This includes a somewhat effective ability to identify and employ culturally responsive, developmentally appropriate, preventative, and research-informed practices to enhance postsecondary transitions and college going opportunities. <u>Possess the knowledge</u> to search for, identify or create, and facilitate interventions that address postsecondary transitions and college going needs of P-12 students. A minor amount of knowledge and skill development regarding the use of postsecondary transitions and college going interventions is still needed.	Demonstrates <u>inconsistent</u> effective use of skill to identify, plan, and facilitate interventions for P-12 students' postsecondary transitions and college going. This includes a limited ability to identify and apply culturally relevant, developmentally appropriate, and research-informed practices to support postsecondary transitions and college going. <u>Exhibits limited knowledge</u> regarding the identification and implementation of postsecondary transition interventions but does not effectively or routinely implement them. A moderate amount of training in the identification and implementation of academic interventions is still needed.	Unable to demonstrate the ability to effectively identify or create and implement interventions that support P-12 students' postsecondary transitions and college going. <u>Does not exhibit the required knowledge</u> to identify or create and implement interventions that support P-12 students' postsecondary transitions and college going. A significant amount of knowledge and skill regarding postsecondary transition and college going interventions with P-12 students is still needed.

ive ling derstands ments of a school gram to ational 12 5.G.3.a., 7.3.d., 7.3.m., IEP (4)	Demonstrates <u>consistent</u> effective understanding and application of school counselors' roles and responsibilities within a comprehensive school counseling program to enhance students' academic, career, and personal/social development. This includes an advanced application of the ASCA National Model as a framework for intervening with educational settings. This also includes a heightened understanding about foundation/define, management, delivery, and assessments aspects of school counseling programs. <u>Possess a high level of knowledge</u> of the elements and tasks of a comprehensive school counseling program.	Demonstrates a <u>somewhat consistent</u> effective understanding and operation within comprehensive school counseling programs. This includes an understanding and application of the ASCA National Model Framework. This also includes the knowledge and ability to articulate a familiarity with the foundation/define, management, delivery, and assessment aspects of school counseling programs. <u>Possess the knowledge</u> and understanding about comprehensive school counseling knowledge. A minor amount of knowledge and understanding about comprehensive school counseling programs is still needed.	Demonstrates <u>inconsistent</u> effective understanding and application of school counselors' implementation of a comprehensive school counseling program. This includes a limited familiarity with the ASCA National Model alone with the elements of foundation/define, management, delivery, and assessment aspects of this framework. <u>Displays some limited knowledge</u> and understanding of comprehensive school counseling programs but does not effectively or routinely articulate or apply it. A moderate amount of knowledge and understanding about comprehensive school counseling programs is still needed.	<u>Unable to demonstrate</u> an understanding and application of comprehensive school counseling programs <u>Does not exhibit the required knowledge</u> about elements of comprehensive school counseling programs. A significant amount of learning about elements and application of comprehensive school counseling programs is still needed.
: Leads Initiatives ate school gram fect etterment (3.4)	Demonstrates <u>consistent</u> effective leadership skills and an ability to lead programs and initiative that facilitate systematic change. This includes an advanced motivation to lead, application of leadership theory, and effective use of communication skills to lead. This also includes an understanding of educational leadership structures. <u>Possess a high level of knowledge</u> regarding the methods and mechanisms by which school counselors' lead within educational settings.	Demonstrates a <u>somewhat consistent</u> effective use of leadership and the ability to lead school counseling programs. This includes a demonstrated motivation to lead, application of leadership theory, and use of effective communication strategies needed to lead. <u>Possess the knowledge</u> of the pathways and strategies by which school counselors' lead within schools. A minor amount of knowledge and skills regarding school counselor leadership is still needed.	Demonstrates <u>inconsistent</u> effective implementation of leadership skills as a school counselor. This includes a limited ability to apply leadership theory and utilize mechanisms as a school counselor to lead initiatives and programs. This also includes a limited motivation to lead or and initiative. <u>Exhibits some knowledge</u> related to leadership theory and practice but does not effectively or routinely implement it. A moderate amount of leadership knowledge and skill development is still need.	<u>Unable to demonstrate</u> effective leadership skills and application of leadership theory. <u>Does not exhibit the required knowledge</u> about mechanism to lead as a school counselor and doesn't show a motivation to lead. A significant amount of learning and skill development regarding leadership skills is still needed.
a of dies h findings actice of ng. 2.F.8.a, P standards	Demonstrates <u>consistent</u> effective applications of research and scholarly publications to identify and design school counseling based interventions. This includes an advanced ability to search, identify, evaluate, and integrate research for the purposes of fulfilling a school counselor's role. <u>Possess a high level of knowledge</u> regarding the use and application of research as a school counselor.	Demonstrates a <u>somewhat consistent</u> effective application of research and scholarly publications to assist and identifying and developing school counseling based interventions and programs. This includes the ability to search, identify, evaluate, and integrate different form of research into practice with the aim of delivering school counseling services. <u>Possess the knowledge</u> to identify and integrate the research into practice but doesn't always do it effectively. A minor amount of skill development regarding the application of research is still needed.	Demonstrates <u>inconsistent</u> effective application and integration of research into the practice of school counseling. This includes a limited ability to identify relevant research, make sense of the research, and integrate the research into practice. <u>Displays limited knowledge</u> of the role research plays in school counseling practice but does not effectively or routinely implement it. A moderate amount of knowledge and understanding about the application of research is still needed.	Unable to demonstrate the ability to identify and integrate research into school counseling practice. Does not exhibit the required knowledge regarding search for research and how research support the services delivered by school counselors. A significant amount of development of research and research application skills is still needed.

Data-Driven Ability to use data to make decisions about school counseling programs, interventions, and procedures. Applies procedures to school counseling. 2.F.8.a, 2.F.8.b, 2.F.8.c, 2.F.8.d, 2.F.8.e, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i, 2.F.8.j, 2.F.8.k, 2.F.8.l, 2.F.8.m, 2.F.8.n, 2.F.8.o, 2.F.8.p, 2.F.8.q, 2.F.8.r, 2.F.8.s, 2.F.8.t, 2.F.8.u, 2.F.8.v, 2.F.8.w, 2.F.8.x, 2.F.8.y, 2.F.8.z, 2.F.8.aa, 2.F.8.ab, 2.F.8.ac, 2.F.8.ad, 2.F.8.ae, 2.F.8.af, 2.F.8.ag, 2.F.8.ah, 2.F.8.ai, 2.F.8.aj, 2.F.8.ak, 2.F.8.al, 2.F.8.am, 2.F.8.an, 2.F.8.ao, 2.F.8.ap, 2.F.8.aq, 2.F.8.ar, 2.F.8.as, 2.F.8.at, 2.F.8.au, 2.F.8.av, 2.F.8.aw, 2.F.8.ax, 2.F.8.ay, 2.F.8.az, 2.F.8.ba, 2.F.8.bb, 2.F.8.bc, 2.F.8.bd, 2.F.8.be, 2.F.8 bf, 2.F.8.bg, 2.F.8.bh, 2.F.8.bi, 2.F.8.bj, 2.F.8.bk, 2.F.8.bl, 2.F.8 bm, 2.F.8.bn, 2.F.8.bo, 2.F.8.bp, 2.F.8.bq, 2.F.8.br, 2.F.8.bs, 2.F.8.bt, 2.F.8.bu, 2.F.8.bv, 2.F.8.bw, 2.F.8.bx, 2.F.8.by, 2.F.8.bz, 2.F.8.ca, 2.F.8.cb, 2.F.8.cc, 2.F.8.cd, 2.F.8.ce, 2.F.8.cf, 2.F.8.cg, 2.F.8.ch, 2.F.8.ci, 2.F.8.cj, 2.F.8 ck, 2.F.8.cl, 2.F.8.cm, 2.F.8.cn, 2.F.8.co, 2.F.8.cp, 2.F.8.cq, 2.F.8.cr, 2.F.8.cs, 2.F.8.ct, 2.F.8.cu, 2.F.8.cv, 2.F.8.cw, 2.F.8.cx, 2.F.8.cy, 2.F.8.cz, 2.F.8.da, 2.F.8.db, 2.F.8.dc, 2.F.8.dd, 2.F.8.de, 2.F.8.df, 2.F.8.dg, 2.F.8.dh, 2.F.8.di, 2.F.8.dj, 2.F.8.dk, 2.F.8 dl, 2.F.8.dm, 2.F.8.dn, 2.F.8.do, 2.F.8.dp, 2.F.8.dq, 2.F.8.dr, 2.F.8.ds, 2.F.8.dt, 2.F.8.du, 2.F.8.dv, 2.F.8.dw, 2.F.8.dx, 2.F.8.dy, 2.F.8.dz, 2.F.8.ea, 2.F.8 eb, 2.F.8.ec, 2.F.8.ed, 2.F.8.ee, 2.F.8.ef, 2.F.8 eg, 2.F.8. eh, 2.F.8.ei, 2.F.8.ej, 2.F.8 ek, 2.F.8.el, 2.F.8.em, 2.F.8.en, 2.F.8.eo, 2.F.8.ep, 2.F.8.eq, 2.F.8.er, 2.F.8.es, 2.F.8.et, 2.F.8.eu, 2.F.8.ev, 2.F.8.ew, 2.F.8.ex, 2.F.8.ey, 2.F.8.ez, 2.F.8 fa, 2.F.8.fb, 2.F.8.fc, 2.F.8.fd, 2.F.8.fe, 2.F.8 ff, 2.F.8 fg, 2.F.8 fh, 2.F.8 fi, 2.F.8 fj, 2.F.8 fk, 2.F.8 fl, 2.F.8 fm, 2.F.8 fn, 2.F.8 fo, 2.F.8 fp, 2.F.8 fq, 2.F.8 fr, 2.F.8 fs, 2.F.8 ft, 2.F.8 fu, 2.F.8 fv, 2.F.8 fw, 2.F.8 fx, 2.F.8 fy, 2.F.8 fz, 2.F.8 ga, 2.F.8 gb, 2.F.8 gc, 2.F.8 gd, 2.F.8 ge, 2.F.8 gf, 2.F.8 gh, 2.F.8 gi, 2.F.8 gj, 2.F.8 gk, 2.F.8 gl, 2.F.8 gm, 2.F.8 gn, 2.F.8 go, 2.F.8 gp, 2.F.8 gq, 2.F.8 gr, 2.F.8 gs, 2.F.8 gt, 2.F.8 gu, 2.F.8 gv, 2.F.8 gw, 2.F.8 gx, 2.F.8 gy, 2.F.8 gz, 2.F.8 ha, 2.F.8 hb, 2.F.8 hc, 2.F.8 hd, 2.F.8 he, 2.F.8 hf, 2.F.8 hg, 2.F.8 hi, 2.F.8 hj, 2.F.8 hk, 2.F.8 hl, 2.F.8 hm, 2.F.8 hn, 2.F.8 ho, 2.F.8 hp, 2.F.8 hq, 2.F.8 hr, 2.F.8 hs, 2.F.8 ht, 2.F.8 hu, 2.F.8 hv, 2.F.8 hw, 2.F.8 hx, 2.F.8 hy, 2.F.8 hz, 2.F.8 ia, 2.F.8 ib, 2.F.8 ic, 2.F.8 id, 2.F.8 ie, 2.F.8 if, 2.F.8 ig, 2.F.8 ih, 2.F.8 ii, 2.F.8 ij, 2.F.8 ik, 2.F.8 il, 2.F.8 im, 2.F.8 in, 2.F.8 io, 2.F.8 ip, 2.F.8 iq, 2.F.8 ir, 2.F.8 is, 2.F.8 it, 2.F.8 iu, 2.F.8 iv, 2.F.8 iw, 2.F.8 ix, 2.F.8 iy, 2.F.8 iz, 2.F.8 ja, 2.F.8 jb, 2.F.8 jc, 2.F.8 jd, 2.F.8 je, 2.F.8 jf, 2.F.8 jg, 2.F.8 jh, 2.F.8 ji, 2.F.8 jj, 2.F.8 jk, 2.F.8 jl, 2.F.8 jm, 2.F.8 jn, 2.F.8 jo, 2.F.8 jp, 2.F.8 jq, 2.F.8 jr, 2.F.8 js, 2.F.8 jt, 2.F.8 ju, 2.F.8 jv, 2.F.8 jw, 2.F.8 jx, 2.F.8 jy, 2.F.8 jz, 2.F.8 ka, 2.F.8 kb, 2.F.8 kc, 2.F.8 kd, 2.F.8 ke, 2.F.8 kf, 2.F.8 kg, 2.F.8 kh, 2.F.8 ki, 2.F.8 kj, 2.F.8 kk, 2.F.8 kl, 2.F.8 km, 2.F.8 kn, 2.F.8 ko, 2.F.8 kp, 2.F.8 kq, 2.F.8 kr, 2.F.8 ks, 2.F.8 kt, 2.F.8 ku, 2.F.8 kv, 2.F.8 kw, 2.F.8 kx, 2.F.8 ky, 2.F.8 kz, 2.F.8 la, 2.F.8 lb, 2.F.8 lc, 2.F.8 ld, 2.F.8 le, 2.F.8 lf, 2.F.8 lg, 2.F.8 lh, 2.F.8 li, 2.F.8 lj, 2.F.8 lk, 2.F.8 ll, 2.F.8 lm, 2.F.8 ln, 2.F.8 lo, 2.F.8 lp, 2.F.8 lq, 2.F.8 lr, 2.F.8 ls, 2.F.8 lt, 2.F.8 lu, 2.F.8 lv, 2.F.8 lw, 2.F.8 lx, 2.F.8 ly, 2.F.8 lz, 2.F.8 ma, 2.F.8 mb, 2.F.8 mc, 2.F.8 md, 2.F.8 me, 2.F.8 mf, 2.F.8 mg, 2.F.8 mh, 2.F.8 mi, 2.F.8 mj, 2.F.8 mk, 2.F.8 ml, 2.F.8 mm, 2.F.8 mn, 2.F.8 mo, 2.F.8 mp, 2.F.8 mq, 2.F.8 mr, 2.F.8 ms, 2.F.8 mt, 2.F.8 mu, 2.F.8 mv, 2.F.8 mw, 2.F.8 mx, 2.F.8 my, 2.F.8 mz, 2.F.8 na, 2.F.8 nb, 2.F.8 nc, 2.F.8 nd, 2.F.8 ne, 2.F.8 nf, 2.F.8 ng, 2.F.8 nh, 2.F.8 ni, 2.F.8 nj, 2.F.8 nk, 2.F.8 nl, 2.F.8 nm, 2.F.8 nn, 2.F.8 no, 2.F.8 np, 2.F.8 nq, 2.F.8 nr, 2.F.8 ns, 2.F.8 nt, 2.F.8 nu, 2.F.8 nv, 2.F.8 nw, 2.F.8 nx, 2.F.8 ny, 2.F.8 nz, 2.F.8 oa, 2.F.8 ob, 2.F.8 oc, 2.F.8 od, 2.F.8 oe, 2.F.8 of, 2.F.8 og, 2.F.8 oh, 2.F.8 oi, 2.F.8 oj, 2.F.8 ok, 2.F.8 ol, 2.F.8 om, 2.F.8 on, 2.F.8 oo, 2.F.8 op, 2.F.8 oq, 2.F.8 or, 2.F.8 os, 2.F.8 ot, 2.F.8 ou, 2.F.8 ov, 2.F.8 ow, 2.F.8 ox, 2.F.8 oy, 2.F.8 oz, 2.F.8 pa, 2.F.8 pb, 2.F.8 pc, 2.F.8 pd, 2.F.8 pe, 2.F.8 pf, 2.F.8 pg, 2.F.8 ph, 2.F.8 pi, 2.F.8 pj, 2.F.8 pk, 2.F.8 pl, 2.F.8 pm, 2.F.8 pn, 2.F.8 po, 2.F.8 pp, 2.F.8 pq, 2.F.8 pr, 2.F.8 ps, 2.F.8 pt, 2.F.8 pu, 2.F.8 pv, 2.F.8 pw, 2.F.8 px, 2.F.8 py, 2.F.8 pz, 2.F.8 qa, 2.F.8 qb, 2.F.8 qc, 2.F.8 qd, 2.F.8 qe, 2.F.8 qf, 2.F.8 qg, 2.F.8 qh, 2.F.8 qi, 2.F.8 qj, 2.F.8 qk, 2.F.8 ql, 2.F.8 qm, 2.F.8 qn, 2.F.8 qo, 2.F.8 qp, 2.F.8 qq, 2.F.8 qr, 2.F.8 qs, 2.F.8 qt, 2.F.8 qu, 2.F.8 qv, 2.F.8 qw, 2.F.8 qx, 2.F.8 qy, 2.F.8 qz, 2.F.8 ra, 2.F.8 rb, 2.F.8 rc, 2.F.8 rd, 2.F.8 re, 2.F.8 rf, 2.F.8 rg, 2.F.8 rh, 2.F.8 ri, 2.F.8 rj, 2.F.8 rk, 2.F.8 rl, 2.F.8 rm, 2.F.8 rn, 2.F.8 ro, 2.F.8 rp, 2.F.8 rq, 2.F.8 rr, 2.F.8 rs, 2.F.8 rt, 2.F.8 ru, 2.F.8 rv, 2.F.8 rw, 2.F.8 rx, 2.F.8 ry, 2.F.8 rz, 2.F.8 sa, 2.F.8 sb, 2.F.8 sc, 2.F.8 sd, 2.F.8 se, 2.F.8 sf, 2.F.8 sg, 2.F.8 sh, 2.F.8 si, 2.F.8 sj, 2.F.8 sk, 2.F.8 sl, 2.F.8 sm, 2.F.8 sn, 2.F.8 so, 2.F.8 sp, 2.F.8 sq, 2.F.8 sr, 2.F.8 ss, 2.F.8 st, 2.F.8 su, 2.F.8 sv, 2.F.8 sw, 2.F.8 sx, 2.F.8 sy, 2.F.8 sz, 2.F.8 ta, 2.F.8 tb, 2.F.8 tc, 2.F.8 td, 2.F.8 te, 2.F.8 tf, 2.F.8 tg, 2.F.8 th, 2.F.8 ti, 2.F.8 tj, 2.F.8 tk, 2.F.8 tl, 2.F.8 tm, 2.F.8 tn, 2.F.8 to, 2.F.8 tp, 2.F.8 tq, 2.F.8 tr, 2.F.8 ts, 2.F.8 tt, 2.F.8 tu, 2.F.8 tv, 2.F.8 tw, 2.F.8 tx, 2.F.8 ty, 2.F.8 tz, 2.F.8 ua, 2.F.8 ub, 2.F.8 uc, 2.F.8 ud, 2.F.8 ue, 2.F.8 uf, 2.F.8 ug, 2.F.8 uh, 2.F.8 ui, 2.F.8 uj, 2.F.8 uk, 2.F.8 ul, 2.F.8 um, 2.F.8 un, 2.F.8 uo, 2.F.8 up, 2.F.8 uq, 2.F.8 ur, 2.F.8 us, 2.F.8 ut, 2.F.8
--

Technology: Specific to counseling 2.F.1.1; 1.A.1.2,	Demonstrates <u>consistent</u> effective use of technology specific to the school counseling profession. This includes highly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to school counselors (i.e., student record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Possess a high level of knowledge</u> common technology used by practicing school counselors.	Demonstrates a <u>somewhat consistent</u> effective use of school counseling specific technology. This includes a fairly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to school counselors (i.e., student record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Possess the knowledge</u> of technology specific to the school counseling profession. A minor amount of learning about technology used as a school counselor is still needed.	Demonstrates <u>inconsistent</u> effective use of technology associated with school counseling. This includes a limited ability to effectively use typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to school counselors (i.e., student record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Displays some knowledge</u> of common technology in the school counseling profession but cannot effectively or routinely apply this information. A moderate amount learning regarding technology in school counseling is still needed.	<u>Unable to demonstrate</u> the ability to effectively use appropriate technology used in the school counseling profession. Does not exhibit the required knowledge about the application of technology in school counseling. A significant amount of training regarding technology specific to school counseling is still needed.
--	---	--	--	--

Feedback

2:

Feedback:

Signature: _____

Signature: _____



Counseling Program Consent for Recording

Note: A copy must be signed by each person participating in the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor.

I, the undersigned, authorize the video/audio recording of my individual counseling sessions with the following Student Counselor: _____.

My signature below indicates my understanding of the following:

- I may revoke this consent at any time
- I may request that any session not be recorded
- I may request that the counselor turn off the recorder at any point in any session

I understand that recordings will be stored in a HIPAA- and FERPA-compliant manner and the recorded sessions will be deleted four months after the recording is made or when a request is submitted to the Student Counselor.

I further understand that the recorded sessions will be used only for the purpose of counselor training, and that they will be viewed only by the above-named student counselor, the Practicum/Internship faculty supervisor(s), and the student counselors enrolled in the Practicum/Internship Supervision Group.

Client/Student Name

Client/Student Signature

Date

Parent/Legal Guardian Signature for Minor Client/Student

Date

Student Counselor/Trainee Signature

Date



WILLIAM & MARY

CHARTERED 1693

Case Presentation Form

Client: _____ Counselor: _____

Date: _____ Presented Previously: Yes _____ No _____

Note: For cases presented previously, please add information that is new or revised or otherwise pertinent to this presentation. Please use Bold or Italics to note revisions.

1. Case history/situation:
2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant client, etc.):
3. Presenting Problems:
4. Interventions:
 - a. Theoretical Framework
 - b. Goals
 - c. Techniques (For recording being presented, please note specific examples of each skill that you use)
 - attending behavior
 - reflection of content
 - reflection of affect
 - reflection of meaning
 - questioning
 - confrontation
 - cultural values
 - d. Future Directions
5. Topic of recorded session segment to be presented:
6. Specific issues/questions for group feedback:

Hours Log

Clinical Field Work Hours Log									
William and Mary									
Student Name									
Faculty Supervisor:									
Practicum/Internship Weekly Log									
FIELD SITE		MO N	TU E	WE D	THU R	FR I	SA T	SU N	WEEKL Y TOTAL
Date									
Direct Hours	Individual Counseling - In-Person								0
	Individual Counseling - Telehealth								0
	Individual Counseling - MVC In-Person								0
	Individual Counseling - MVC Telehealth								0
	Group Counseling - In-Person								0
	Group Counseling - Telehealth								0
	Group Counseling - MVC In-Person								0
	Group Counseling - MVC Telehealth								0
	Family/Couple Counseling - In Person								0
	Family/Couple Counseling - Telehealth								0
	Family/Couple Counseling - MVC In-Person								0
	Family/Couple Counseling - MVC Telehealth								0
	School Counseling Classroom Lessons (SC ONLY)								0
	Consultation with Client (or with adult on behalf of minor client)								0
	Other Direct Hours:								0
Cumulative Direct Hours		0	0	0	0	0	0	0	0
Indirect	Class - Faculty-led Synchronous Group Supervision								0
	On-Site Individual/Triadic Supervision								0

	On-Site Group Supervision (more than 2 supervisees)								0
	Recordkeeping/Documentation								0
	Research/Session Preparation								0
	Seminars/Workshops/Conferences								0
	Staff Meetings								0
	On-Site Training/Orientation								0
	Other Indirect Hours:								0
Cumulative Indirect hours		0	0	0	0	0	0	0	0
Daily Totals		0	0	0	0	0	0	0	0
Intern Signature: No signature needed -manually enter hours in LiveText								Date:	
Site Supervisor Signature: No signature needed - manually enter hours in LiveText								Date	

Student Evaluation of Site

Assessment

Individual Supervision

	Yes (1.000 pt)	No (0.000 pt)
I received at least one hour per week of individual or triadic supervision from my site supervisor (1.000, 100.0%)		

Quality of Individual Supervision

	Exemplary (4.000 pts)	Proficient (3.000 pts)	Partially Proficient (2.000 pts)	Not Proficient (1.000 pt)
Please rate the quality of individual or triadic supervision you received from your site supervisor. - use the comment button to describe the reason for your rating. (1.000, 100.0%)				

Group Supervision

	Yes (1.000 pt)	No (0.000 pt)
Group supervision was available at my site (1.000, 50.0%)		
I attended group supervision at my site regularly (1.000, 50.0%)		

Quality of Group Supervision

	Exemplary (4.000 pts)	Proficient (3.000 pts)	Partially Proficient (2.000 pts)	Not Proficient (1.000 pt)
Please rate the quality of group supervision you received from your site supervisor - use the comment button to describe the reason for your rating. (1.000, 100.0%)				

Supervisor Qualities

	Agree (3.000 pts)	Neither Agree nor Disagree (2.000 pts)	Disagree (1.000 pt)
My supervisor was knowledgeable about the practice of counseling (1.000, 20.0%)			
My supervisor cared about my progress as a counselor (1.000, 20.0%)			
My supervisor cared about me as an individual (1.000, 20.0%)			
My supervisor was available for consultation outside designed supervisor hours (1.000, 20.0%)			
My supervisor assisted me with obtaining my required hours for practicum/internship. (1.000, 20.0%)			

Overall Assessment

	Excellent (3.000 pts)	Adequate (2.000 pts)	Inadequate (1.000 pt)
Please rate the overall quality of your practicum/internship experience - use the comment button to describe the reason for your rating. (1.000, 100.0%)			

Recommend Site

	Yes (1.000 pt)	No (0.000 pt)
I would recommend this site to another counseling student - use the comment button to describe the reason for your rating. (1.000, 50.0%)		
I would recommend this supervisor to another counseling student. - use the comment button to describe the reason for your rating. (1.000, 50.0%)		

Created By

LIVETEXT by Watermark™

**The College of William and Mary
School of Education Counseling Programs
Practicum and Internship Experiences Contract**

The College of William and Mary, in Virginia (“University” or “W&M”) and _____ (“Host Agency”) share the aim of ensuring that caring, committed, highly qualified counselors enter, remain in, and effectively contribute to the counseling profession. To that end, the parties agree to the following.

SECTION I: Provisions of this Contract

The University will:

1. Ensure that all practicum students and interns have met approved program requirements and are eligible to participate in clinical experiences.
2. Ensure that the expectations, guidelines, objectives, and assignments for clinical experiences are communicated to cooperating teachers and clinical supervisors in a clear and timely manner.
3. Assign qualified and experienced faculty who will serve as university supervisors of practicum students and interns. University supervisors will serve to advise, support, coach, and evaluate practicum students and interns, in collaboration with clinical supervisors and/or other employees of the Host Agency.
4. Respond to concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the Host Agency in support of the effective preparation of clinical mental health counselors.
6. Direct practicum students and interns to adhere to all Host Agency policies and regulations.
7. Direct practicum students and interns to maintain the confidentiality of client information possessed by the site.

The Host Agency will:

1. Provide practicum and internship placements in licensed agencies, permitting practicum students and interns opportunities to interact and work with professional counselors as appropriate.
2. Ensure that the expectations and guidelines for participating in a clinical placement in the Host Agency are communicated to the School of Education and the practicum student or intern in a clear and timely manner.
3. Work in collaboration with the School of Education to select and assign clinical supervisors who, by reputation and experience, have been identified as outstanding counseling professionals. Clinical supervisors must be full-time employees, have at least two years of post-master's clinical experience, be licensed, and be practicing in the area sought by the practicum student or intern.
4. Facilitate the clinical experiences of practicum students and interns by proactively and collaboratively working to address concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.

5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the School of Education at the University in support of the effective preparation of new counseling professionals.

SECTION II: Required Terms

Insurance. The University certifies that it is an agency of the Commonwealth of Virginia, participating in the state's Risk Management Plan, a self-insurance program. As an agency of the Commonwealth of Virginia, W&M is self-insured by the Commonwealth of Virginia Risk Management Plan for all claims up to \$100,000 per claim for causes of action established by Virginia law, and up to \$2,000,000 per claim for causes of action other than those established by Virginia law. Upon request, the College shall provide the Host Agency with evidence of such insurance.

Student Professional Liability Insurance. Upon the Host Agency's request, W&M and/or Student will provide evidence of the Student having obtained professional liability insurance meeting the Host Agency's requirements to cover the acts and omissions of the Student while participating in the practicum or internship. W&M and/or Student shall provide the Host Agency with a Certificate of Insurance.

Agent of the University. At no time during the Student's participation in the practicum or internship program with the Host Agency is the Student an agent or employee of the University through their participation in the practicum or internship program.

This contract will remain in effect for a period of five (5) years from the signing date. Either party may request termination of this agreement with at least thirty (30) days' notice prior to the term limit of the contract.

This contract constitutes the entire agreement between the parties and may not be waived or modified except by written agreement between the parties.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed, intending thereby to be legally bound.

Host Agency Name:

Host Agency

by _____

Name: _____

Title: _____

**Date of
Signature** _____

_____ **The College of William and
Mary, in Virginia**

Counseling Fieldwork Coordinator:

The University

by _____

Name: James P.

Barber

Title: Professor & Senior Associate Dean for
Academic Programs

Date of Signature _____

(initials)



School Counseling Intern Employment Agreement

The William & Mary Online Counseling Program ***does not allow*** students at the Practicum level to be employed as school counselors and/or school counseling long-term substitutes.

Students are allowed to be hired as school counselors and/or school counseling long-term substitutes during either or both of their 300-hour internships with the understanding that the student is a master's student, is not provisionally or fully licensed as a school counselor, and must be able to prioritize their graduate requirements while employed by the district.

The district, principal, student, site supervisor, and William & Mary Fieldwork Coordinator agree to the following conditions for allowing students to serve as school counselors and/or school counseling long-term substitutes:

The W&M graduate student must be able to:

- Remain at the internship placement through the end of the William & Mary academic semester* and to complete all course requirements for internship including accruing a minimum of 120 direct service hours (300 total hours) per semester, regardless of when employment concludes.
- Meet for individual supervision with the Site Supervisor (who must meet CACREP requirements for Site Supervisors) for a minimum of one hour weekly and must have their hours approved in LiveText.
- Maintain consistent communication and collaboration with Site Supervisor, with an understanding that the internship student is a school counselor-in-training and may need to refer or consult more frequently on issues that may be beyond their current scope of training.
- Attend faculty-led group supervision (i.e., class) virtually in their assigned section with their Faculty Supervisor according to the course schedule and in accordance with the requirements for course attendance. These include, but are not limited to the following requirements: (1) Attend from a private and secure location without interruption by others, (2) Fully participate in class discussion with camera on for the duration of the class meeting, (3) Refrain from engaging in any work-related or alternative activities during scheduled class time.
- Ensure and document through their hours logs that the time spent at the job site aligns with ASCA's guidelines of a minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support.
- Teach classroom lessons, facilitate groups, and meet with students individually.
- Present case presentations as described in the course assignments that meet the current requirements for case presentations. These may include recording themselves counseling a student, facilitating a group, or teaching a classroom lesson.
- Complete all required Internship assignments, including, but not limited to creating professional goals, completing a site report, and submitting at least one Site Supervisor Session Observation Form per semester.

*Ability to switch internship placements during the academic semester will be determined by the Fieldwork Coordinator and School Counseling Lead on a case-by-case basis.

The Site Supervisor must:

Provide all required tasks as specified in the William & Mary Site Agreement Form including (but not limited to):

- Completing and returning all required William & Mary paperwork
- Providing one-hour per week of supervision
- Approving time logs weekly
- Providing on-going training and mentorship of interns
- Completing mid-term and final evaluations
- Completing observation and evaluation of one live or recorded counseling session per semester

With my signature below, I indicate my understanding of the information noted above and my willingness to comply with the conditions stated in this agreement.

STUDENT AGREEMENT:

_____	_____
Fieldwork Student/Intern	Date
Email:	

DISTRICT AND SCHOOL AGREEMENT:

_____	_____
District Representative Title:	Date
Email:	

_____	_____
Principal	Date
Email:	

_____	_____
School Counseling Supervisor	Date
Email:	

**WILLIAM & MARY, SCHOOL OF EDUCATION, MASTER OF EDUCATION DEGREE
COUNSELING PROGRAM AGREEMENT:**

_____	_____
Noelle R. St. Germain-Sehr, Ph.D., LPC-S, NCC, ACMHP, BC-TMH	Date
Clinical Associate Professor & Counseling Clinical Experience Director	
William & Mary Online Counseling Program	

_____	_____
Pamela Harris, Ph.D., LPC, NCC, ACS	Date
Clinical Assistant Professor and School Counseling Lead	
William & Mary Online Counseling Program	