

Field Experiences Manual For Counselor Education



The Citadel
Zucker Family School of Education
Charleston, SC

TABLE OF CONTENTS

I.	Introduction.....	2
II.	Prerequisites and Procedures for Application to School Counseling Practicum/ Internship.....	2
	Application Process.....	2
	Practicum.....	3
	Internship.....	5
III.	American School Counselor Association-Ethical Standards.....	7
IV.	Appendices.....	20
	Appendix 1: School Counseling Practicum Application.....	20
	Appendix 2: School Counseling Internship Application.....	22
	Appendix 3: Instructional Agreement.....	24
	Appendix 4: Expectations for Site Supervisors.....	27
	Appendix 5: Practicum Counselor Trainee Agreement.....	29
	Appendix 6: Internship Counselor Trainee Agreement	30
	Appendix 7: Consent for Counseling Services.....	31
	Appendix 8: Case Notes.....	32
	Appendix 9: Instructions for Time Log.....	33
	Appendix 10: Sample Time Log.....	34
	Appendix 11: Time Log Form.....	35
	Appendix 12: Practicum and Internship Weekly Reflection Form.....	36
	Appendix 13: Guidelines for Tape Transcripts and Self-Critique.....	37
	Appendix 14: Practicum and Internship Completion Form.....	39
	Appendix 15: Practicum Cover Sheet.....	41
	Appendix 16: Internship Cover Sheet.....	42

Introduction

This manual provides information about field experiences in the counselor education program in the Zucker Family School of Education at The Citadel, Charleston, South Carolina. These experiences consist of the practicum, internship, and supervision.

Field experiences are a part of the school counseling specialty within the counselor education program. The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides the student with experience in all aspects of professional functioning applicable to the school counseling specialty. Individual and group supervision are an integral part of the practicum and internship experiences, and is provided by both the site supervisor and faculty supervisor.

All students must have personal professional liability insurance in effect before beginning any practicum or internship experience. This insurance is available to student members of either the American School Counselor Association (ASCA) or the American Counseling Association (ACA). Application forms for liability and membership in ACA or ASCA are available on the following websites:

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

All students are required to produce evidence of a negative tuberculin test prior to beginning their fieldwork experience. TB tests can be obtained through your personal physician or through the county health department. These tests are current for one year.

All students must also complete FBI Electronic Fingerprint process for certification in South Carolina at <http://www.identogo.com/> through the state of South Carolina prior to beginning their practicum or internship and provide documentation.

Prerequisites and Procedures for Application to School Counseling Practicum/Internship

Application Process

Applications for the practicum and internship may be found in this manual (Appendices 1 and 2), the Zucker Family School of Education office, the Clinical Coordinator of Field Experiences, or on the Counselor Education Program website. Each applicant must meet with and discuss his or her plans for practicum/internship with his or her assigned advisor. The student's progress in the counselor education program is reviewed by his or her faculty advisor at this time. If the student's progress is judged as satisfactory, application and registration in the practicum/internship will be permitted. If it is judged as unsatisfactory, application and registration will not be permitted. Consequently, the advisor and student will make arrangements for the student's remediation.

Site placements for school counseling students are coordinated by the Clinical Coordinator of Field Experiences for the Counselor Education Program and all students must wait for formal notification from the coordinator before contacting the assigned placement. Students may contact schools to inquire about potential placements and note these contacts on their application; however, the Clinical Coordinator will determine where all placements will be made and give a final approval. Applications for spring semester placement are due on the last Friday of September, and applications for fall semester are due on the last Friday of January. Specific dates will be advertised each semester. Applications received after these dates will be placed on a waiting list and, if spaces are available for the desired semester, registration will be permitted. If no spaces are available, the student must reapply for another semester.

A new application must be completed for each session or semester of internship registration. Practicum experiences must be completed within one semester. The internship may be completed over two concurrent semesters.

Practicum

School Counseling Practicum (EDUC 629) is a three (3) semester-hour course taken after all coursework has been completed. Exceptions may be granted for students to take other classes concurrently with the practicum by the student's advisor.

Practicum students will complete a minimum of 100 hours of on-site activity, 40 of these hours being direct service and may include individual and group counseling, and classroom guidance. A good “rule of thumb” to use is if the student is present for the counseling session or meeting, then the hours are direct. The remaining 60 hours may be in other counseling and guidance related activities.

The student will receive supervision from site and faculty supervisors. **The site supervisor will provide one hour of face-to-face supervision every week of the practicum experience.** Students are required to participate in weekly group supervision sessions with the faculty supervisor and other practicum students.

At the beginning of the practicum, the **Instructional Agreement (Appendix 3)** should be completed by the practicum student and site supervisor. The student will give his or her faculty supervisor the original agreement and provide a copy to the site supervisor. Additionally, the practicum student is expected to share a copy of the EDUC 629 syllabus and a copy of the Expectations for Site Supervisors (Appendix 4) with the site supervisor. Site supervisors are encouraged to provide adequate orientation to the comprehensive counseling program, including the faculty, staff, and facilities at the site. However, the site supervisor and practicum student should work together to secure consent forms in order for the student to begin taping by the second week of practicum. Practicum students are encouraged to videotape a counseling session by the third week of the semester. Practicum students are to use the Guidelines for Tape Transcripts and Self-Critique and Basic Counseling Skills Rating Sheet (Appendices 14 and 15) in reviewing their tapes.

The practicum student is also responsible for duties outlined in the Instructional Agreement. Specific expectations for the practicum also include:

Suggested guidelines include:

- A. A total of 15 individual counseling sessions for at least 20 minutes.
 - 1. A minimum of seven (7) children should be seen who are from diverse populations.
 - 2. Arrange to see a minimum of two (2) children who present a handicapping condition (if possible).
 - 3. Maintain at least two (2) sustaining counseling relationships with at least six (6) visits with the same child and write a summary for each.
 - 4. If placed in a middle school or high school, try to see at least two (2) adolescents who have been identified as "at risk."
- B. Lead or co-lead a minimum of three (3) sessions of group counseling with two different groups. More than three sessions per group is encouraged.
- C. Conduct a minimum of two (2) guidance activities and post lesson plans on Livetext.
- D. Post 5 specific, measurable goals for the practicum experience on Livetext.
 - a. two (2) goals focused on school based projects
i.e. to assist counselor with career fair or related project.
 - b. two (2) goals focused on your improving counseling skills
i.e. to practice a new theory with a student.
 - c. one (1) goal to gain new professional knowledge
i.e. to read a book on bullying or attend a workshop
- E. Attend a minimum of two (2) teacher conferences.
- F. Conduct or attend a minimum of two (2) parent conferences.
- G. Conduct a minimum of two (2) classroom observations.
- H. Attend a minimum of two (2) case conferences.
- I. Submit five (5) videotapes of client sessions.
- J. Conduct an interview with the school principal.

Practicum students are required to keep a **Time Log (Appendix 12)** and a **Weekly Reflection Log (Appendix 13)** describing their field experience activities, the date of the experience, the amount of time spent at it, with the appropriate designations of direct and indirect services.

The Citadel faculty supervisor is expected to assist the practicum student in completing the Instructional Agreement, conduct group supervision with school counseling practicum students, critique recorded counseling sessions, consult with the site supervisor about the student's progress, assure that all required field experience forms are submitted, assure that student completes all practicum requirements and submit grades for the student with the Registrar by the final examination week.

Grades for practicum are on a pass/fail basis. A grade of **P** indicates that in addition to completing all course requirements in a timely, professional manner, strong counseling skills, above average standards of professional and personal behavior, a willingness to learn and a commitment to the counseling profession are demonstrated. A grade of **F** will be awarded when

the site and The Citadel requirements have not been accomplished in an acceptable and timely manner. The faculty supervisor in consultation with the site supervisor assigns grades.

Students and site supervisors are also required to complete the Livetext evaluation forms at the midterm and end of the semester.

Internship

The internship is the final and most comprehensive field-based experience in the counselor education program. It is taken after successful completion of the practicum in either a one or two consecutive semester timeframe. It consists of 600 clock hours and is a six (6) hour credit course at The Citadel. The internship experience may be completed in one semester or over two concurrent semesters. Of the 600 hours, 240 hours are direct service with students through individual and group counseling, and classroom guidance. A good “rule of thumb” to use is if the student is present for the counseling session or meeting, then the hours are direct. The remaining 360 hours are spent in other school counseling-related activities at the site.

Students are required to have taken and passed (Score above 155) the PRAXIS exam in guidance and counseling with scores being on file in the office of The Citadel Graduate College.

The student will receive supervision from site and faculty supervisors. The site supervisor will provide one hour of face-to-face supervision every week of the internship experience. Students are required to participate in weekly group supervision sessions with the faculty supervisor and other internship students.

At the beginning of the internship, the **Instructional Agreement (Appendix 3)** should be completed by the internship student and site supervisor. The student will give his or her faculty supervisor the original agreement and provide a copy to the site supervisor. Additionally, the internship student is encouraged to share a copy of the EDUC 650 & 652 or 651 & 653 syllabus, as well as the **Expectations for Site Supervisors (Appendix 4)**.

The internship student is also responsible for duties outlined in the Instructional Agreement. Specific expectations for the internship also include:

- A. Conduct individual counseling.
- B. Develop and lead/co-lead counseling groups
- C. Develop and conduct group guidance activities.
- D. Conduct/attend teacher and parent conferences.
- E. Attend case conferences.
- F. **Submit a minimum of two (2) videotapes of client sessions with case summaries to group supervision including at least one (1) individual and one (1) group session.**
- G. **Present at least one case study with a write-up during group supervision.**
- H. Develop a philosophy of school counseling, including the importance of prevention and early intervention techniques.
- I. **Develop specific, measurable goals based on the ASCA National Model using the Internship Counselor Trainee Agreement form (Appendix 6).**

J. Complete an electronic professional portfolio using Livetext to be evaluated by The Citadel Counselor Education Faculty.

Internship students are required to keep a **Time Log (Appendix 12)** and a **Weekly Reflection Log (Appendix 13)** describing their field experience activities, the date of the experience, the amount of time spent at it, the student's reactions, and the student's questions about the experience.

The Citadel faculty supervisor is expected to assist the internship student in completing the Instructional Agreement, conduct group supervision with school counseling internship students, critique audio or video counseling tapes, consult with the site supervisor about the student's progress, assure that all required field experience forms are submitted, assure that student completes all internship requirements and submit grades for the student with the Registrar by the final examination week.

Grades for internship are on a pass/fail basis. A grade of **P** indicates that in addition to completing all course requirements in a timely, professional manner, strong counseling skills, above average standards of professional and personal behavior, a willingness to learn and a commitment to the counseling profession are demonstrated. A grade of **F** will be awarded when the site and The Citadel requirements have not been accomplished in an acceptable and timely manner. The faculty supervisor in consultation with the site supervisor assigns grades.

Students and site supervisors are also required to complete the Livetext evaluation forms at the midterm and end of the semester.

The portfolio is completed using Livetext. A template is included within the Livetext system. Some suggested materials to include are: resume, philosophy of school counseling, guidance lessons, group plans, other projects or materials from the program.

American School Counselor Association

Ethical Standards for School Counselors

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/ directors of school counseling programs and school counselor educators. The purposes of this document are to: (Adopted 1984; revised 1992, 1998, 2004 and 2010).

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a.** Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b.** Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c.** Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d.** Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e.** Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f.** Consider the involvement of support networks valued by the individual students.
- g.** Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h.** Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a.** Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b.** Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other

methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

- a.** Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
- b.** Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c.** Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

- a.** Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (*e.g.*, counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b.** Maintain appropriate professional distance with students at all times.
- c.** Avoid dual relationships with students through communication mediums such as social networking sites.
- d.** Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

- a.** Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
- b.** Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.
- c.** Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d.** Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

- a.** Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b.** Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c.** Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d.** Provide necessary follow up with group members, and document proceedings as appropriate.
- e.** Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f.** Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a.** Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
- b.** Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c.** Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

- a.** Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b.** Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c.** Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d.** Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before

destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a.** Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b.** Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a.** Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b.** Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c.** Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d.** Inform parents of the nature of counseling services provided in the school setting.
- e.** Adhere to the FERPA act regarding disclosure of student information.
- f.** Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a.** Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b.** Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c.** Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d.** Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e.** Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a.** Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b.** Treat colleagues with professional respect, courtesy and fairness.
- c.** Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d.** Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a.** Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b.** Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c.** Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/ guardians.
- d.** Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e.** Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f.** Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

- a.** Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

- a.** Support and protect students' best interest against any infringement of their educational program.
- b.** Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.
- c.** Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.
- d.** Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e.** Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f.** Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
- g.** Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a.** Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b.** Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c.** Promote equity for all students through community resources.
- d.** Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

- a.** Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b.** Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times
- c.** Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members' professional and personal growth are ongoing throughout the counselor's career.
- d.** Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e.** Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f.** Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision- making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g.** Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

- a.** Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b.** Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguisticism, racism, religionism and sexism, affect self, students and all stakeholders.
- c.** Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d.** Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/ multilingual school counseling program materials that represent all languages used by families in the school

community, and advocate for appropriate accommodations and accessibility for students with disabilities.

- e. Use inclusive and culturally responsible language in all forms of communication.
- f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
- d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
- e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

Professional school counselors and school counseling program directors/ supervisors:

Collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:

- Educating and consulting with the membership regarding ethical standards
- Periodically reviewing and recommending changes in code
- Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
- Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine Your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

Appendix 1
The Citadel
Zucker Family School of Education
Division of Counselor Education
School Counseling Practicum Application

Due by the last Friday in September for Spring placement
Due by the last Friday in January for Fall placement

Student Name _____

Home Address _____

Phone: (home/cell) _____

E-mail Address _____

PLACEMENT PREFERENCE (This is only a request & not a guarantee): List schools you have contacted or would be interested in as a possible placement.

1. _____

2. _____

3. _____

4. _____

If you have made a contact with a possible site supervisor (Name, phone# & email)

*Remember the School Counselor must be in his or her position a minimum of 2 years

Please place an **X** for the applicable goal: Degree Seeking (M.Ed.) ___ Certification Only ___

What certification level are you seeking? Elementary ___ Secondary ___

When seeking employment what type of school are you currently interested?

(Elementary, Middle, or High School): _____

Basic Counseling Skills Instructor: _____

Have you discussed practicum placement with your advisor? Yes ___ No ___

PRAXIS-II score The Professional School Counselor (421) - score must be greater than 155: _____

Is this score on file in the Graduate College office? Yes ___ No ___

Rev: AHO – 2/2016

COURSEWORK: The courses below MUST be completed prior to enrollment in Practicum. Under special conditions and with approval of the program coordinator, you may be able to take one course concurrently with Practicum. Please indicate when you took the course and the grade earned.

Course	Course Title	When Taken	Grade
EDUC 500	Foundations of American Education	_____	_____
PSYC 500	Human Growth & Development	_____	_____
EDUC 512	Data Collection & Analysis	_____	_____
EDUC 514	The Exceptional Child in the School	_____	_____
EDUC 515	Introduction to the Counseling Profession	_____	_____
EDUC 521	Program Planning, Management & Evaluation In School Counseling	_____	_____
EDUC 522	Critical Educational Issues in a Multicultural Society	_____	_____
EDUC 549	Applied Measurement Techniques	_____	_____
EDUC 550	Career Counseling & Development	_____	_____
EDUC 551	Counseling Theory and Practice	_____	_____
EDUC 552	Group Counseling	_____	_____
EDUC 561	Counseling Diverse Populations	_____	_____
EDUC 624	Basic Counseling Skills	_____	_____
EDUC	Elective	_____	_____

*Please indicate if you have made any course substitutions.

Appendix 2
The Citadel
Zucker Family School of Education
Division of Counselor Education
School Counseling Internship Application

Due by the last Friday in September for Spring placement
Due by the last Friday in January for Fall placement

Student Name: _____

Home Address: _____

Phone: (home/cell) _____

E-mail Address: _____

PLACEMENT PREFERENCE (This is only a request & not a guarantee): List schools you have contacted or would be interested in as a possible placement.

1. _____

2. _____

3. _____

4. _____

If you have made a contact with a possible site supervisor (Name, phone# & email)

*Remember the School Counselor must be in his or her position a minimum of 2 years

Please place an **X** for the applicable goal: Degree Seeking (M.Ed.) ___ Certification Only ___

What certification level are you seeking? Elementary ___ Secondary ___

When seeking employment what type of school are you currently interested?

(Elementary, Middle, or High School): _____

Basic Counseling Skills Instructor: _____

Have you discussed practicum placement with your advisor? Yes ___ No ___

PRAXIS-II score The Professional School Counselor (421) - score must be greater than 155 _____

Is this score on file in the Graduate College office? Yes ___ No ___

Rev: AHO – 2/2016

COURSEWORK: The courses below MUST be completed prior to enrollment in Practicum. Under special conditions and with approval of the program coordinator, you may be able to take one course concurrently with Practicum. Please indicate when you took the course and the grade earned.

<u>Course</u>	<u>Course Title</u>	<u>When Taken</u>	<u>Grade</u>
EDUC 500	Foundations of American Education	_____	_____
PSYC 500	Human Growth & Development	_____	_____
EDUC 512	Data Collection & Analysis	_____	_____
EDUC 514	The Exceptional Child in the School	_____	_____
EDUC 515	Introduction to the Counseling Profession	_____	_____
EDUC 521	Program Planning, Management & Evaluation In School Counseling	_____	_____
EDUC 522	Critical Educational Issues in a Multicultural Society	_____	_____
EDUC 549	Applied Measurement Techniques	_____	_____
EDUC 550	Career Counseling & Development	_____	_____
EDUC 551	Counseling Theory and Practice	_____	_____
EDUC 552	Group Counseling	_____	_____
EDUC 561	Counseling Diverse Populations	_____	_____
EDUC 624	Basic Counseling Skills	_____	_____
EDUC	Elective	_____	_____

*Please indicate if you have made any course substitutions.

Appendix 3
The Citadel
Zucker Family School of Education
Division of Counselor Education

Instructional Agreement between The Citadel and

Host School's Name

Host School's Address

Host School's City, State, and Zip Code

I. General Provisions

This agreement, dated _____, confirms the arrangements mutually agreed upon between the Counselor Education Program at The Citadel and _____ (participating school). In this agreement, the joint and separate responsibilities of each institution for the selection and field experiences of The Citadel Counselor Education counselor trainees during the academic semester/year are clarified.

II. Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing counselor trainee learning experiences for graduate students in the Participating School, which are consistent with the goals and objectives of the curriculum of the program in counselor education. The Counselor Education Program at The Citadel has determined that counselor trainee placements at the Participating School are consistent with the goals and objectives of the curriculum and will enhance the program of study. The purpose of this Agreement is to provide these learning experiences in the Participating School for a specified number of graduate students who are enrolled during the academic semester/year in EDUC 629, Practicum in School Counseling or EDUC 650/651, Internship in Elementary/Secondary School Counseling, at The Citadel.

III. Term and Amount of Time

Effective date for this Agreement shall be the date indicated above. It shall run continuously without necessity for renewal.

This Agreement may be terminated by either party upon written notice of at least sixty days, provided that such termination cannot occur during the middle of a regular semester and, provided that termination will not negatively affect counselor trainees currently placed in the Participating School

The site supervisor in the participating school will provide field training and supervision at times to be agreed upon by the site supervisor and The Citadel trainee for approximately _____ hours per week for _____ weeks to begin on _____ (date). School counseling practicum trainees will participate in school counseling and counseling-related activities for a minimum of 100 hours, and school counseling internship trainees will participate in school counseling and counseling-related activities for a minimum of 600 hours during the academic semester/year.

IV. Compliance with The Citadel and Participating School Policies

The Participating School will require school counselor trainee participating in Participating School activities to comply with its own operational policies and procedures. In the case of inconsistencies, however, The Citadel policies will supersede unless The Citadel Field Placement Coordinator for the Counselor Education Program and Participating

Program agree on alternate provisions. The Participating School will provide copies of such policies and procedures to school counselor trainees assigned to work in the Participating School.

V. Nondiscrimination

Both The Citadel and the Participating School give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, sexual orientation, and disability. Reasonable accommodation for participation by persons with disabilities will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

VI. Monetary Compensation and Employment

Counselor trainees placed in learning activities under this Agreement receive University credit toward an academic degree and/or certifications, including where appropriate, hourly units. Monetary compensation to counselor trainees is not provided under the terms in this agreement, and any agreement between the Participating School and a counselor trainee for monetary compensation to the counselor trainee must be separate from this Agreement.

Counselor trainees are not considered employees of either The Citadel or the Participating School except as agreed to between a counselor trainee and Participating School in a separate agreement.

VII. Responsibilities of Participating School, The Citadel, and the Student/Trainee

A. The Participating School shall have the following responsibilities:

1. Provide to counselor trainee and Counselor Education Program written policies and operational procedures to which counselor trainees are expected to adhere to while they are in Participating School setting.
2. Participate in planning and evaluation sessions with counselor trainee.
3. Provide timely mid-term and final evaluation of counselor trainee performance in the manner specified by The Citadel.
4. Notify Faculty Supervisor of unsatisfactory performance or misconduct of a counselor trainee and provide documentation of any charge to the Faculty Supervisor for handling under The Citadel policies regulation of counselor trainee behavior and/or academic conduct. If the notice of an incident involving a counselor trainee reasonably suggests that a counselor trainee may be an imminent danger to the safety or property of others, the Participating School may dismiss the counselor trainee with immediate notice to Faculty Supervisor.
5. Orient the counselor trainee to the mission, goals, and objectives of the Participating School, as well as to internal operating procedures.
6. Provide the use of existing office space, privacy for counseling, use of available equipment and usual office supplies and clerical assistance necessary to the learning task.
7. Allow the counselor trainee to obtain audio and/or video tapes for use in supervision of the counselor trainee's interactions with clients.
8. Meet with the counselor trainee weekly for one hour of individual supervision.
9. Provide such cases and student/client contacts as the Participating School and the Faculty Supervisor deems appropriate for the counselor trainee's skill level and time allotted for the field experience.

B. The Citadel Counselor Education Faculty Supervisor will have the following responsibilities:

1. Participate in planning and evaluation regarding learning activities.
2. Provide regular group supervision.
3. Critique audio and/or videotapes of the counselor trainee's counseling experience.
4. Consult with the Participating School supervisor about the counselor trainee's progress.
5. Assure that all required field experience forms are submitted and that all internship requirements are completed.
6. Maintain confidentiality regarding client information obtained during supervision.
7. Confer with Participating School if trainee experiences need to be changed or altered.
8. Submit a grade for the counselor trainee.

- C. The Citadel School Counselor Trainee will have the following responsibilities:
1. Attend orientation sessions regarding the learning activity.
 2. Adhere to the policies and operational procedures of the Participating School and The Citadel Counselor Education Program.
 3. Give prior notice of necessary absence to appropriate Participating School and Counselor Education Program personnel.
 4. Participate in all individual or group meetings/supervision sessions associated with field experience.
 5. Provide personal transportation to and from field experience.
 6. Complete a minimum of 100 clock hours of supervised experience, including a minimum of 40 hours in direct service work and 60 hours in other activities compatible with a professional's role for a school counseling practicum.
 7. Complete a minimum of 600 clock hours of supervised experience, including a minimum of 240 hours in direct service work and 360 hours in other activities compatible with a professional's role for a school counseling internship.
 8. Complete the necessary forms for evaluation by Final Exam week.
 9. Keep a log book describing field experience activities, the date of the experience, the amount of time spent in the activity, the trainee's reactions to the experience, and any questions arising from the experience.
 10. Share practicum/internship syllabus with supervisor at Participating School.
 11. Attend meetings with host supervisor.
 12. Arrange site visits from Faculty Supervisor with Supervisor at Participating School.
 13. Comply with The Citadel and Participating School supervision requirements.
 14. Maintain professional standards of confidentiality of client and Participating School information.
 15. Maintain professional liability insurance.
 16. Sign instructional agreement, give original to supervisor at The Citadel, and provide copy to host supervisor.

Host Agency Approval Section

For and on behalf of _____
Participating School _____
Date

 School Site Supervisor and Title

 School Principal or Director of Guidance

Practicum/Internship Agreement

This is an agreement between _____, a student in the Counselor Education Program at The Citadel and The Citadel. I have read the contractual agreement between The Citadel and _____ (Host) and agree to abide by the **Counselor Trainee's Responsibilities** section.

 Counselor Trainee

 Date

 The Citadel Faculty Supervisor

 Date

 The Citadel Field Placement Coordinator

 Date

Appendix 4

The Citadel
Zucker Family School of Education
Counselor Education

Expectations for Site Supervisors

Site supervisors must hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including two years of work experience in their current role as a school counselor. The site supervisor must have appropriate certification as a school counselor in the state of South Carolina. In addition, site supervisors are expected to attend the Counselor Education Site Supervisor Training at least one time during each academic year.

Site supervisors are also expected to provide practicum and internship counselor trainees a minimum of one hour of face-to-face individual supervision each week. During this supervision period, trainees may present cases for feedback, solicit explanation on guidance and counseling curriculums and materials, or be provided information on any school counseling concern. It is the student's responsibility to have questions and cases ready for supervision. This activity is designed to facilitate the counselor trainee's professional development where the student is in charge of the supervision hour. It is expected that the site supervisor will provide feedback and answer questions--the supervisor is not expected to plan activities for this hour of supervision.

Site supervisors are encouraged to provide adequate orientation to the comprehensive counseling program. Gradually the counselor trainee is to be given individuals and groups as well as other counselor activities. (The emphasis in the practicum is on individual and group counseling. The internship is to include all activities a school counselor typically engages in during the experience.) It is expected that toward the end of the experience that the counselor trainee be functioning as independently as possible.

Specific expectations for site supervisors are as follows:

- A. Introduce the counselor trainee to administrators, supervisors, fellow teachers, and other persons with whom the counselor is regularly in contact while on the job.
- B. Provide the counselor trainee with information concerning the policies and procedures of the guidance and counseling office, places where materials are to be found in school, general school regulations, emergency procedures, and general duties of the counselor.
- C. After the initial observation period, plan activities with the counselor trainee that will provide experiences in the areas of individual, group, and classroom work with students; consultation with parents, teachers, administrators, staff,

and community professionals; and program planning and evaluation. Counselor trainees are expected to audio/videotape a counseling session by the second week of the semester. Therefore, helping the counselor trainee secure consent forms early in the semester will aid the trainee with this assignment.

- D. Review and sign weekly time log sheets used by the counselor trainee to document practicum/internship hours.
- E. Advise the Coordinator of Field Placement or The Citadel faculty supervisor of any problems which arise in connection with the Counselor Education program.
- F. Complete Mid-term and Final Evaluations of the counselor trainee.

The following is a list of specific areas that on-site supervision should include:

- ◆ School counseling curriculum development
- ◆ Crisis plans
- ◆ Permission and confidentiality regarding counseling and recording sessions
- ◆ Record keeping
- ◆ Appraisal needs
- ◆ IEP, 504, and other programs/meetings
- ◆ Individual counseling
- ◆ Group counseling
- ◆ Classroom counseling programs
- ◆ Parent and teacher contacts
- ◆ Professional development

In addition, the supervision hour should include:

- ◆ A basic evaluation of counseling skills in the beginning and at the end of the field experience.
- ◆ Direction regarding expectations for the experience weekly and as a whole.
- ◆ Teaching of new skills.
- ◆ Observation of the counselor trainee practicing counseling skills.
- ◆ Evaluation and constructive feedback of outcomes.
- ◆ Debriefing and discussion regarding specific cases.
- ◆ Application to counseling theory.
- ◆ Stress management.

Appendix 5

The Citadel
Zucker Family School of Education
Division of Counselor Education

Practicum Counselor Trainee Agreement

Please discuss the following outline with your site supervisor and list the activities you would like complete during the practicum experience.

1. Activities

Individual Counseling:

Group Counseling:

Classroom Guidance:

Related Activities:

2. Supervision

Provide (1) one hour of face-to-face- supervision weekly

3. Signatures

Counselor Trainee: _____ Date: _____

Site Supervisor: _____ Date: _____

Citadel Supervisor: _____ Date: _____

Appendix 6

**The Citadel
Zucker Family School of Education
Division of Counselor Education**

Internship Counselor Trainee Agreement

Outline your proposed field experience using the ASCA National Model Framework (Foundation, Management, Delivery System, and Accountability) to list the activities you will complete during the experience, as well as percentage of time spent on each area.

1. Activities

Foundation:

Management:

Delivery System:

Accountability:

2. Supervision:

Provide one (1) hour of face-to-face supervision weekly

3. Signatures:

Counselor Trainee: _____ Date: _____

Site Supervisor: _____ Date: _____

Citadel Supervisor: _____ Date: _____

Appendix 7
The Citadel
Zucker Family School of Education
Division of Counselor Education

Consent for Counseling Services
(sample)

As parent/guardian of _____, I hereby give permission for counseling services by The Citadel school counseling trainee who is completing an internship/practicum with _____. I understand that these services are strictly confidential and that the content of the session(s) and case records will be maintained according to the ethical standards of the counseling profession in accordance with the American Counseling Association and the American School Counselor Association.

I further understand that this school counseling trainee is an advanced graduate student of The Citadel who is directly supervised by School of Education faculty members. I understand that any conference, evaluation, or relevant information concerning my child's counseling session may be discussed with appropriate faculty supervisor(s) and graduate students as part of the training program. In addition, the school counseling trainee will receive on-site supervision from the school counselor assigned to this school.

Permission is given to audiotape/videotape part or all of counseling sessions. I understand that this material will be used for the purposes of professional training, professional consultation, or service evaluation.

Please feel free to call the school counselor or school counseling trainee if you have questions.

 Parent/Guardian Signature

 Date

 School Counseling Trainee

 Date

 Phone or E-mail

 On-Site Supervisor

 Date

 Phone or E-mail

Appendix 8
The Citadel
Zucker Family School of Education
Division of Counselor Education
Confidential

Student Client: (First Name or Initials) _____

Date of Session: (Day of Week, Month/Day/Year) _____

Session #: _____ Type of Session: _____

Start Time: _____ Stop Time: _____

Presenting Problem:

Referred by:

Session Goals:

Impressions / Observations:

Date and Plan for Next Meeting:

Counselor Signature: _____

Site Supervisor Signature: _____

Appendix 9
The Citadel
Zucker Family School of Education
Division of Counselor Education

Instructions for Time Log

The Time Log will accompany the Practicum/Internship Daily Log. Students will transfer total hours to the Daily Log and specify hours by type (Direct/Indirect).

1. Record the date for each activity or grouping of activities. On the sample time log, this counselor conducted individual counseling with 3 clients. It was grouped together because all of it was individual counseling. However, on the same day, this counselor planned career-related activities with a 5th grade teacher. This was placed on a separate line.
2. Beside each activity, indicate whether the activity was a direct or indirect service. Please see definitions for direct or indirect service in Appendix 6.
3. Determine the category for each activity (i.e., Responsive Services, Guidance Curriculum, Individual Planning, or System Support). Once this is determined, write the amount of time (in hours and/or minutes) under the appropriate category heading. Again, indicate if the service was Direct or Indirect.
4. At the bottom of the Time Log, total the minutes/hours under each category heading for that sheet of the log only. Keep Direct and Indirect Service time separate.
5. Below the Total Minutes for Sheet, total the minutes/hours for entire Practicum/Internship time. Keep Direct and Indirect Service time separate.
6. The Site Supervisor at the Participating School and the Counselor Trainee signs each Time Log Sheet.

Appendix 12
The Citadel
Zucker Family School of Education
Division of Counselor Education

Practicum and Internship Weekly Reflection

Name: _____ Date: _____

Hours for the Semester: Total _____ Direct _____ Indirect _____

Reflection of the Week's Activities:

Questions:

Student's Signature

Date

Citadel Faculty Supervisor's Signature

Date

Appendix 13
The Citadel
Zucker Family School of Education
Division of Counselor Education

Counselor Education-Practicum
Guidelines for Tape Transcripts & Self-Critique

The purposes of the assignment of writing up a tape transcript for your first and last tapes are to provide a baseline of your natural counseling skills (tape 1); to give you the opportunity to listen critically to your work; and to compare your first and last tapes to see the progress you have made. After you have completed your 15-25 minute (approximate) counseling session make a written transcript of the session. Although time-consuming, this will help you understand and analyze the session. You may use "CI" for client and "CO" for counselor.

Using the dimensions of the Basic Counseling Skills Rating Sheet, listen to your tape again, and identify examples of each of the 13 counseling skills. For your first tape, you may not use all the basic skills. For some of the skills, particularly the Core Conditions, you will not be able to give examples of direct content of your message, but a description of the process will suffice. For example, "I did not agree with the client's judgment in how she handled the situation, but I respected her decision by not voicing my opinion."

The examples you cite may reflect skills that you performed effectively *or* skills that you feel you could improve on. You may comment on what you could have done, e.g., "When she said that she was confused I could have asked her to clarify what she was confused about." "When I summarized the client's statement, I did not mention any feelings communicated by the client."

For the first tape you will not be evaluated on how effective or ineffective you were as a counselor, but you will be evaluated on your ability to listen critically to your work and ability to identify what worked well and what could have been handled differently. Turn in (1) your tape; (2) the tape transcript; (3) the basic counseling skills rating sheet (with your ratings); and (4) your written analysis of the session.

The following *format* can be used in your written transcript and analysis:

Content

(Direct quotes of what the counselor or client said, Indicating which one by using CO or CI.)

Skill/Comment

(List any skills here. Also make appropriate comments about the specific content.)

**The Citadel
Zucker Family School of Education
Division of Counselor Education**

Basic Counseling Skills Rating Sheet

Circle the number to the right of the skill that corresponds to the counselor's demonstrated ability.

1 - unsatisfactory, 2 - poor, 3 - average/adequate, 4 - good, 5 - outstanding

Core Conditions

- | | |
|--|------------------|
| 1. Genuine: the counselor's responses are sincere and appropriate. | 1 2 3 4 5 |
| 2. Positive Regard: The counselor communicates respect and concern for the client's feelings, experiences, and potential without interjecting his/her own values. | 1 2 3 4 5 |
| 3. Empathetic: the counselor understands the client's feelings, experiences within the client's frame of reference and communicates that understanding. | 1 2 3 4 5 |
| 4. Respect: the counselor preserves the client's dignity and does not pass judgement. | 1 2 3 4 5 |

Nonverbal Communication

- | | |
|---|------------------|
| 5. Voice: the counselor's tone of voice and rate of speed are appropriate to the client's present state and/or counseling session. | 1 2 3 4 5 |
|---|------------------|

Basic Skills

- | | |
|--|------------------|
| 6. Minimal Verbal Response: the counselor uses minimal encouragers to communicate with the client that s/he is listening without interrupting the client's train of thought or discourse. | 1 2 3 4 5 |
| 7. Reflection: the counselor accurately describes the client's feelings back to the client. | 1 2 3 4 5 |
| 8. Open-Ended Question: the counselor asks the client questions that cannot be answered by a yes or no, and the question does not provide the client with the answer. | 1 2 3 4 5 |
| 9. Probing: the counselor's statements/questions result in behaviors/thoughts/feelings. | 1 2 3 4 5 |
| 10. Clarification: the counselor has the client clarify vague and ambiguous cognitions, behaviors, and feelings. | 1 2 3 4 5 |

11. **Summarization:** the counselor combines two or more of the client's cognitions, feelings, and/or behaviors into a general statement. **1 2 3 4 5**
12. **Silence:** the counselor can tolerate appropriate silences in facilitating client movement. **1 2 3 4 5**

The Citadel
Zucker Family School of Education
Division of Counselor Education
Practicum & Internship Completion Form (2 pages)

The Completion Form is to be signed by your Site Supervisor and returned to your Course Instructor for verification. This form will then be placed in your permanent file.

Part A: TO BE COMPLETED BY THE STUDENT

Name of Student _____ Program _____

Address _____ Zip _____

Home Phone: () _____ Work Phone () _____

Course Completed: _____

Part B: TO BE COMPLETED BY THE SITE SUPERVISOR

This is to certify that as of _____ (enter date) the above named student has completed _____ contact hours of experience under my supervision at:

Name of Site _____

Address _____

Site Phone () _____

Signature of Field Site Supervisor _____

Print/Type Site Supervisor Name _____

Part C: TO BE COMPLETED BY THE COURSE INSTRUCTOR

Supervision during this Practicum has been provided as follows:

_____ Individual supervision hours provided by Site Supervisor

_____ Supervision hours provided by faculty

Course Instructor _____ Date _____

Appendix 15

Student:
EDUC 629
Practicum in School Counseling



The Citadel Graduate College
Zucker Family School of Education
Faculty Supervisor:
Site Supervisor:
Fall or Spring and year

Appendix 16

Student:

**EDUC 650,651, 652 and/or 653
Internship in School Counseling**



**The Citadel Graduate College
Zucker Family School of Education
Faculty Supervisor:
Site Supervisor:
Fall or Spring and year**