Student Internship Handbook
School Counseling Program

The University of Tennessee, Knoxville
**TABLE OF CONTENTS**

**INTRODUCTION TO INTERNSHIP**

I. Definition of Terms 3
   II. Practicum and Internship Placement Coordinator 4
   III. Faculty Supervisor Responsibilities 4
   IV. School Site Supervisor Administrative Responsibilities 4
   V. School Site Supervisor Clinical Responsibilities 4
   VI. Intern Administrative Responsibilities 5
   VII. Intern Clinical Responsibilities 6

**THE INTERNSHIP EXPERIENCE**

I. Initial Contacts 7
   A. Program Supervisor 8
   B. School Site Supervisor 8
   II. Personal Dispositions 8

III. The Internship Contract 10

IV. Records 10
   A. Professional Disclosure Statement 10
   B. Professional Liability 11
   C. Intern Time Log 11
   D. Personal Journal 11
   E. Integrative Processing Model 11

V. Evaluation 11

**APPENDICES**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Statement of Liability</td>
<td>12</td>
</tr>
<tr>
<td>Appendix A₁</td>
<td>Verification of Professional Liability</td>
<td>13</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Sample Intern Contract</td>
<td>14</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Time Log</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C₁</td>
<td>Supervisor Verification of Semester Hours</td>
<td>16</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Journal Entries</td>
<td>17</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Evaluation from School Site Supervisor</td>
<td>18</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Trainee Evaluation of School Site</td>
<td>22</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Integrative Processing Model</td>
<td>24</td>
</tr>
<tr>
<td>Appendix H</td>
<td>ASCA Ethical Standards</td>
<td>26</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Students Talk About Supervision</td>
<td>34</td>
</tr>
</tbody>
</table>
INTRODUCTION TO INTERNSHIP

The bringing of theory and practice together through field-based learning can be one of the most exciting and rewarding experiences provided graduate students in the School Counseling Program. There is a catch and this is it: you must know what you are doing, or at least trying to do during internship! This handbook was prepared to help you understand the requirements, obligations and opportunities afforded during field-based learning.

The school counseling program at the University of Tennessee is a CACREP accredited program. CACREP requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum. The internship provides an opportunity for the student to perform, under supervision, a variety of school counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:

1. 240 hours of direct service with clients appropriate to the program of study
2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the school supervisor)
3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member
4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings)
5. The opportunity for the intern to develop program-appropriate audio and/or videotapes of the intern’s interactions with K-12 students for use in supervision
6. The opportunity for the intern to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research
7. A formal evaluation of the intern’s performance by a program faculty member in consultation with the school supervisor

Please note as you read this handbook that you are required to keep records of all time commitments and to obtain verification of these experiences.

Please read this handbook carefully and completely.

I. Definition of Terms

A. Faculty Supervisor: Professor from department

B. Coordinator of Practicum and Internship Placements: Faculty member who establishes a placement in cooperation with intern and school site supervisor

C. School Site Supervisor: School counselor performing supervision
D. Intern: Student enrolled in internship
E. Counselee K-12 student receiving counseling
F. Doctoral Student Supervisor Student Enrolled in Counselor Education Ph.D. Program

II. Coordinator of Practicum and Internship Placements

A. Establish a preview placement in cooperation with intern and school site supervisor
B. Establish a contract with school district when needed

III. Faculty Supervisor Responsibilities

A. Approve the internship contract
B. Meet with interns in a regularly scheduled seminar for an average of 90 minutes per week to insure sequential contact is available to plan, review, modify and enhance the internship experience
C. Visit field placements during the term to discuss and review intern's progress and performance
D. Regularly monitor intern’s progress
E. Promote good communication between the intern and the school site supervisor
F. Maintain departmental records of the internship

IV. School Site Supervisor Administrative Responsibilities

The school site supervisor must be licensed as a school counselor with at least two years of experience as a school counselor and training in supervision.

A. Meet and consult with intern at least 1 hour per week
B. Communicate expectations to the intern
C. Assess intern’s progress

V. School Site Supervisor Clinical Responsibilities

A. Assist with parental/guardian permission forms for counseling
B. Facilitate student release from classes to participate in counseling activities
C. Help intern with classroom management strategies
D. Assist in creating and scheduling class for guidance lessons
E. Assist in identifying students for small group counseling

F. Maintain contact with faculty supervisor

G. Assist in identifying appropriate students for individual counseling

VI. Intern Administrative Responsibilities

A. Submit a departmental internship application the semester prior to enrollment in internship

B. Obtain and maintain liability insurance coverage and provide documentation to faculty supervisor and site supervisor before beginning internship

C. Record of Drug Screening and Fingerprinting Test. Tennessee state law requires all graduate students who work in direct contact with K-12 students in schools are required to complete a fingerprinting and drug screening test. No student will be able to begin the practicum or internship without verification of completing and passing these requirements.

   A web page link is available that outlines the specific procedures all students need to follow to obtain clearance to work in Knox County Schools. Please note that all students who are required to have the clearance must activate the process through the School-Based Experiences Office (A329). All registration and form processing is carried out by that office. Tina Brannon (4-5203) in that office is responsible for overseeing the procedures to be followed.

   To view the procedures: Go to the college main web page (College of Education, Health, and Human Sciences: http://cehhs.utk.edu/ --click on Licensure for Educators--scroll to heading "Teacher Education"--click on first item under that heading--"Information on Background Screening and Drug Testing for Knox County Schools"

   It can also be reached by going to the dropdown under "Current Students" that says "Teacher Licensure"--scroll to heading "Teacher Education"

D. Establish, confirm and complete the requirements of the internship contract (Appendix B)

E. Log 600 hours, of these 240 must be direct service hours (Appendix C).

F. Complete the Integrative Processing Model (Appendix G)

G. Request supervisor to evaluate your performance (Appendix E - Intern Evaluation from School Supervisor

H. Complete a placement evaluation (Appendix F)
I. Fulfill contract obligations in an ethical and professional manner (see Appendix H for ASCA Ethical Standards).

J. Report any absence to the site supervisor.

K. Complete any additional assignments required by faculty supervisor

L. Verify that your site supervisor has a hard copy of the internship manual for school supervisors. Notify your faculty supervisor if your school supervisor needs a copy of the manual.

M. View the supervision video for a better understanding of internship expectations (Appendix I).

VII. Intern Clinical Responsibilities

A. Conduct guidance lessons

B. Conduct individual counseling sessions and tape all sessions after the introductory session for review (must obtain permission).

C. Lead small group counseling sessions

D. Participate in parent/guardian consultation

E. Obtain parent/guardian permission for counseling/taping

F. Provide individual or small-group advisement (e.g. test score interpretation, promotion information, career decision-making, course selection, financial aid, interest inventories, senior interview, four-year plans)

G. Provide crisis intervention when needed. When working with a suicidal counselee you are required to notify both the site supervisor and the faculty supervisor. You are bound by state law as well as district policy in reporting suspected child abuse. You may be involved in recognizing signs of child abuse, or a student may confide information to you that has serious implications for the well being of the student. In these cases, the student should not be promised confidentiality, but be assured that you will share the information immediately with the site supervisor. The UT program supervisor should be informed as soon as possible. You must report suspicions of abuse to the appropriate authorities, yet due to lack of experience it is not uncommon to feel reluctant to make this report without support.

H. Make referrals

I. Seek supervision when needed

J. Assist supervisor with other counseling-related activities

K. Maintain appropriate records
L. Write case notes for individual and small group counseling sessions

M. Write Integrative Processing Model (IPM) paper

N. Journal behavioral, cognitive, and affective experiences

O. Participate on interdisciplinary teams

P. Follow up student progress

Recommended Activities

A. Conduct workshops for parents or guardians

B. Provide individual or small-group appraisal

C. Provide individual or small-group advisement (e.g. test score interpretation, promotion information, career decision-making, course selection, financial aid, interest inventories, senior interview, four-year plans)

D. Train peer mediators

E. Serve as consultants

F. Provide/attend in-service training

G. Attend professional association conferences

H. Serve on school counseling advisory board

I. Analyze school counseling program and compare with the ASCA National model

J. Conduct research and data collection

K. Evaluate data

L. Compile data

M. Attend school-wide functions (e.g. dances, games, parent/teacher meetings)

THE INTERNSHIP EXPERIENCE

I. Initial Contacts

The internship experience is designed to train you for the profession of school counseling. Students who are entering this profession have different experiences, developmental needs, and expectations. Therefore, it is important that a contract is designed collaboratively, and approved by the site and faculty supervisor. The following items facilitate this contractual agreement.
personal goals to accomplish during the internship
• professional goals to be achieved during the internship
• strategies for reaching the identified goals
• meetings with school supervisor including when? where? how often?
• guidelines for maintaining confidentiality
• structure of supervision meetings including expectations of intern and supervisor
• procedures for emergency situations including individuals to be contacted
• the intern is scope of training and ability to perform activities
• evaluative procedures that will be used
• organization of internship hours including group work, guidance lessons, parent consultations, etc.
• assessment procedures
• number of acceptable absences
• procedures for disputing evaluation results

A. Faculty Supervisor

It is the responsibility of the faculty supervisor to contact students who have registered for the internship; nevertheless, students are encouraged to take the initiative to discuss the internship placement with their advisor and the course instructor.

B. School Site Supervisor

Site supervisors are encouraged to be clear about the expectations they have for interns who work with them. Supervisors are likely to ask the intern to identify personal and professional goals, tasks they want to learn, and skills they want to improve. Interns are expected to perform tasks that complement the elements within a developmental, comprehensive school counseling program.

II. Personal Dispositions

A disposition is an embedded personality trait that is displayed in a person’s temperament continuously over time. You are expected to behave professionally, as described in the dispositions, both within and outside the classroom. It is the responsibility of the counselor
education faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a school counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following personal dispositions as those that are desired by counselors for personal and professional success, and you will be provided opportunities to self-reflect and demonstrate each of these traits. As a supervisor working in partnership with the university faculty, these dispositions are considered as essential skills for effective counseling professionals, and you will be evaluated on these skills as well as other skills identified in the curriculum.

Commitment

- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal competence

Openness

- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

Respect

- Perceives and honors diversity
- Self-care
- Wellness

Integrity

- Personal responsibility
- Personal integrity
- Courage
- Congruence
Self-awareness

- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty

III. The Internship Contract

The student develops the first draft of the internship contract. The supervisors accept, modify and approve the final copy of the contract that is, in effect, a job description for the intern and serves as the criteria for evaluation. A sample contract appears in Appendix B.

IV. Records

The intern is required to keep the following records. Other records may be needed for completing the requirement of the internship. Excessive record keeping is discouraged.

A. Professional Disclosure Form. You are considered a guest in the school building, and many administrators and teachers are uncertain as to your role, responsibilities, and educational level. Complete a Professional Disclosure Statement and make it available to the people with whom you come in contact. This statement provides valuable information as to who you are, and may alleviate any concerns about you working with students in the school. The Professional Disclosure Statement includes the following:

- Name
- Highest degree received, level of education at the present
- Names of all relevant credentials (teacher license, certificate, social work license, etc.)
- Names of Supervisors
- Statement that you are pursuing a license as a school counselor in the State of Tennessee
- Description of what you will be doing during the internship
- An explanation of confidentiality including consultation with supervisors
B. **Liability.** Each student intern will carry liability for protection from any unforeseen situation (Appendix A and A₁). Insurance may be purchased in the department office (CA525) or through ACA or ASCA.

C. **Internship Time Log** (Appendix C) is a running compilation of the time spent completing the internship. Interns are encouraged to log time spent on professional activities, such as, local counselor meetings or other professional development activities. Interns are encouraged to show initiative about their professional development and to see the instructor if they have any questions about counting a particular activity as part of the internship. Appendix C₁ is to be completed, signed, and turned into your program supervisor.

D. **Personal Journal.** A journal is to be turned into your program supervisor at each scheduled classroom meeting. Self-reflection, identification of strengths, and areas for improvement all assist personal growth and professional development (Appendix D).

E. **Integrative Processing Model**. At the end of the internship experience, a final paper outlining your experiences is to be completed and turned in to your program supervisor (Appendix G).

V. **Evaluation**

Evaluation consists of an assessment of your performance by the school supervisor and the program supervisor. The requirements (including good attendance) are listed in this handbook and are also a part of evaluation. You are also required to assess your supervisor and placement setting.
APPENDIX A

Departmental Statement Relative to Professional Liability Insurance for The University of Tennessee Educational Psychology and Counseling Department

Liability Insurance and American Counseling Association Membership

The Counselor Education faculty at the University of Tennessee value our identity as professional counselors and hope that all graduate students enrolled in our counseling programs (doctoral and master’s level) embrace this professional identity as well. In order to assist with identity development, we require all students to become members of the American Counseling Association (ACA) throughout their enrollment in their respective programs.

ACA offers a wide variety of services for graduate students in counseling. As stated on the ACA website, “student membership in ACA opens doors to lifelong resources and benefits, including offering career development services and access to select counseling jobs, helping develop and expand skills, providing resources for research, and offering professional networking opportunities.” In addition, publications such as the Journal of Counseling and Development and Counseling Today provide current and innovative research and information geared toward counseling practitioners. Student members also receive liability insurance for no additional cost. This insurance is a requirement for all counseling students enrolled in counseling programs at UT.

We believe that joining the American Counseling Association helps start students on a journey toward developing a professional counseling identity. Its many benefits and uses make the yearly cost worthwhile. Go to www.counseling.org <http://www.counseling.org> and join ACA. Do this no later than the first Monday in September and provide your program secretary with proof of membership.
Appendix A

VERIFICATION OF PROFESSIONAL LIABILITY INSURANCE

The University of Tennessee
Educational Psychology and Counseling Department

I, ________________________________________ certify that I have received professional liability insurance coverage with ___________________________________. The dates of effective coverage are from _____________________ to _____________________.

month, day, year

month, day, year
APPENDIX B
Sample Internship Contract

The faculty at the University of Tennessee promote a developmental, comprehensive school counseling program, and request that the activities provided to the school counselor intern correspond with this model. The ASCA National Standards were developed for K-12 students. However, school counselors perform activities that meet these standards.

One of your professional goals must be: Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. It will be up to you to determine how you will perform this goal and evaluate its effectiveness.

The following contract sample based on the ASCA National Model components may be used as a template to develop your own contract.

<table>
<thead>
<tr>
<th>Professional Goal</th>
<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a needs assessment</td>
<td>1. Develop a needs assessment for students 2. Administer the needs assessment 3. Interpret results</td>
<td>1. Feedback from school supervisor</td>
<td>Management</td>
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<thead>
<tr>
<th>Personal Goal</th>
<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn classroom management</td>
<td>1. observe classroom teachers 2. Practice effective management skills in a guidance class</td>
<td>1. Feedback from classroom teacher</td>
<td>Accountability</td>
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Supervisory Activities using The ASCA National Model

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<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
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<th>Performance Activities</th>
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<th>ASCA Program Component</th>
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The ASCA Model Components include:

**Accountability**
- Intervention and Performance Assessment

**Delivery Service**
- School Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support

**Foundation**
- Beliefs and Philosophy
- ASCA National Standards
- Mission Statement

**Management System**
- Agreements
- Use of Data
- Action Plans
- Calendar

If the above meets the approval of the counselor and supervisors, please sign.

Trainee ___________________________________________ Date ______________________
Faculty Supervisor _______________________________ Date ______________________
School Supervisor _________________________________ Date ______________________
## APPENDIX C
### Internship Time Log

Counselor Trainee ________________________________ Term ______ 20_____

School Site Supervisor __________________________ School _______________

#### Direct Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Individual Counseling</th>
<th>Consultation</th>
<th>Group Counseling</th>
<th>Classroom Guidance</th>
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_____ Total Direct Hours

#### Indirect Hours

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<tr>
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<th>Other Activities*</th>
<th>Group Supervision</th>
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_____ Total Indirect Hours

Signature of Counselor Trainee __________________________________________
Signature of School Site Supervisor ______________________________________
APPENDIX C

Supervisor Verification of Semester Hours
School Counseling Practicum/Internship

Semester __________________________
Year __________________________

Student Name ________________________________________

Supervisor Name (print) ________________________________

Total Number of Direct Hours ______
Total Number of Indirect Hours ______
Total of Cumulative Hours ______

As the practicum/intern student, I verify that the hours indicated above are accurate.

Student’s Signature ________________________________ Date ______________

As the Site Supervisor, I verify that the hours indicated by the student trainee are accurate.

Supervisor’s Signature ________________________________ Date ______________

University of Tennessee
Revised September 12, 2005


APPENDIX D

Journal Entries

The following items were included to assist you in organizing your journal and the items to include in the entries.

Activities

Summarize the activities and tasks you performed

- Learning Experiences
  What have you learned from these activities?

- Professional school counselor activities
  What did you learn about the school counselor’s duties?

- Application of Learning
  How were classroom concepts applied to these activities?

- Assessment of Personal Skills
  What skills were needed to perform the activities?

- Assessment of Personal Feelings
  How did you feel about each of the activities?

- Assessment of Behaviors
  What did you do in these activities?

- Interpersonal communication
  What communication skills helped or hindered the activity?

- Legal/Ethical Issues
  What ethical/legal issues did you encounter? How did you determine the course of action?

- Miscellaneous
  Summarize other issues not mentioned above

Meeting Personal Goals
How did the activities contribute to personal goal achievement?

Plan of Action
Make a list of the activities you will be involved when you return

Application
How will you apply what you learned to a school counseling position?
### APPENDIX E
### INTERN EVALUATION FROM SCHOOL SITE SUPERVISOR

Student Name: ____________________ Semester: ________________ Year: ___________

Supervisor’s Name: ___________________  Supervisor’s Signature: ___________________

School Site : __________________________________________________________________

Address: ____________________________________________________________________

**SUPERVISOR:** Please rate this student’s performance in the internship. Your response will be considered in assigning a grade for work performance in the field. As you evaluate your trainee, bear in mind this individual’s developmental level. For example, is this student a student completing the first 300 internship hours only, completing the second 300 hours of internship, or completing all 600 hours in one semester?

<table>
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<tr>
<th>Performance Area</th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td><strong>CLINICAL SUPERVISION</strong></td>
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<td>Demonstrates ability to work well with others</td>
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<td>Develops rapport with students and others</td>
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<td>Shows acceptance of supervision/constructive feedback</td>
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<tr>
<td>Considers atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency when designing and implementing prevention and intervention plans for students</td>
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<tr>
<td>Demonstrates an ability to demonstrate counseling effectiveness (e.g. change in student behavior, affect, academics)</td>
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<tr>
<td>Shows an understanding of developmental stages of school-aged youth</td>
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<tr>
<td>Provides individual counseling to promote the academic, career, and personal/social development of students</td>
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<tr>
<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities</td>
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<tr>
<td>Designs and conducts programs designed to enhance student academic development</td>
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<tr>
<td>Uses peer helping strategies in the school counseling program</td>
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<tr>
<td>Provides group counseling and classroom guidance to promote the academic, career, and personal/social development of students</td>
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<tr>
<td>Advocates for learning and academic experiences necessary to promote the academic, career and personal/social development of students</td>
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<tr>
<td>Performance Area</td>
<td>Superior</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school</td>
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<tr>
<td>Implements developmentally appropriate classroom management strategies</td>
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<tr>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students</td>
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<tr>
<td>Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children</td>
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<tr>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development</td>
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<tr>
<td>Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)</td>
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<tr>
<td>Locates resources in the community that can be used in the school to improve student achievement and success</td>
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<tr>
<td>Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration</td>
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<tr>
<td>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families</td>
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<tr>
<td>ADMINISTRATIVE SUPERVISION</td>
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<tr>
<td>Demonstrates Attendance/Punctuality</td>
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<tr>
<td>Shows Attentiveness</td>
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<tr>
<td>Exhibits a Working Relationship with Staff</td>
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<tr>
<td>Reveals Organizational/Administrative Skills</td>
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<tr>
<td>Demonstrates Ability to Learn</td>
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<tr>
<td>Demonstrates Initiative and Motivation in Seeking Out Counseling Activities</td>
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<tr>
<td>Performance Level</td>
<td>Superior</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
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<tr>
<td>Demonstrates autonomy in planning, implementing, and evaluating activities</td>
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<tr>
<td>Demonstrates ability to collect data to reveal daily activities and counseling effectiveness</td>
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<tr>
<td>Exhibits age-appropriate classroom management strategies</td>
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**DEVELOPMENTAL SUPERVISION**

Self-Awareness, as demonstrated by:
- Integrity
- Humility
- Self-reflection/exploration
- Understanding of own place in history of site and profession

Integrity, as demonstrated by:
- Personal responsibility
- Personal integrity
- Personal maturity
- Honesty
- Courage
- Congruence

Commitment, as demonstrated by:
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Scholar/practitioner
- Collaboration
- Interpersonal competence

Openness, as demonstrated by:
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

Respect, as demonstrated by:
- Perceives and honors diversity
- Self-care
- Wellness
<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>GOALS ATTAINMENT*</td>
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<tr>
<td>Goal 1: Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
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<td>Goal 2</td>
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<td>Goal 3</td>
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*Add more goals as indicated on the contract, if necessary

1. List the student’s primary strengths and areas of progress.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. List the student’s primary limitations and areas needing improvement.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Recommendations and suggested experiences concerning future practica or internships.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Supervisor’s Signature: ____________________________ Date: __________________

I have reviewed this evaluation and agree with the assessment.

Intern’s Signature: ____________________________ Date: __________________

OR

I have reviewed the evaluation with my supervisor and I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

________________________________________ Date: __________________

Signature of Intern
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Provides me with useful feedback regarding skills</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. Helps me understand the school setting</td>
<td>1</td>
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<tr>
<td>3. Provides me with specific advice in areas I need to work on</td>
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<tr>
<td>4. Addresses my personal concerns as a counselor</td>
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<tr>
<td>5. Teaches me new alternative counseling strategies that I can use with my counselees.</td>
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<tr>
<td>6. Helps me realize how counseling behavior influences relationships.</td>
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<tr>
<td>7. Uses time for appropriate supervision.</td>
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<tr>
<td>8. Discusses my strengths and capabilities.</td>
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<tr>
<td>9. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations.</td>
<td>1</td>
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<tr>
<td>10. Provides time for me to explain the reasons I chose particular counseling techniques.</td>
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<tr>
<td>11. Makes me feel accepted and respected as a person.</td>
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<tr>
<td>12. Deals appropriately with my feelings/thoughts in counseling sessions.</td>
<td>1</td>
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<tr>
<td>13. Helps me to assess my own counseling behavior.</td>
<td>1</td>
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<tr>
<td>14. Is competent and understands the supervision process.</td>
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<tr>
<td>15. Is helpful with test administration and interpretation</td>
<td>1</td>
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<tr>
<td>16. Enables me to express opinions, questions, and concerns about my counseling.</td>
<td>1</td>
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<tr>
<td>17. Makes certain students and teachers know who I am</td>
<td>1</td>
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<tr>
<td>18. Helps me clarify my counseling goals.</td>
<td>1</td>
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<tr>
<td>19. Provides me with the opportunity to discuss the major problems I am facing with my counselees.</td>
<td>1</td>
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<tr>
<td>20. Encourages me to conceptualize the counseling process differently.</td>
<td>1</td>
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<tr>
<td>21. Motivates and encourages me.</td>
<td>1</td>
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<tr>
<td>22. Gives me the chance to discuss personal issues related to my counseling.</td>
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<tr>
<td>23. Is flexible enough for me to be spontaneous and creative.</td>
<td>1</td>
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<tr>
<td>24. Provides suggestions for developing my counseling skills</td>
<td>1</td>
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<tr>
<td>25. Applies appropriate criteria for evaluating me.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>26. Helps me with classroom management concerns</td>
<td>1</td>
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Adapted with Permission granted from J. Bernard
INTERN PLACEMENT EVALUATION
Trainee Evaluation of Site Supervisor - Continued

In what ways did this site benefit your professional development?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In what ways did this site detract from your professional development?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you recommend this site to another student? _______Yes _______No

Suggestions/Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Signature ______________________________________________________

Name of Supervisor ________________________________________________________

School Site _______________________________________________________________

Date _____________________________________________________________________
Appendix G

The Integrative Processing Model

Pamela M. Kiser, MSW, LCSW
Elon University
Professor, Human Services
Elon, NC

The Integrative Processing Model offers a tool to enhance student learning in experiential education. This model is a step-by-step method of learning from experience which guides students to think through their experiences carefully and systematically. The Integrative Processing Model is a six-step, cyclic process. Each step of the model is described briefly below:

**Step 1: Gathering Objective Data from the Concrete Experience**

In experiential education, learning begins with a specific, discrete experience. This experience may be one in which the student is an active participant or an observer. The experience yields information which, in subsequent steps of the model, becomes the focus for reflection and application of knowledge. While in the experience, as well as after the fact, students glean information about the situation and events as well as about the behaviors and actions of the various participants. The student’s ability to be an objective observer of the experience is developed through this step of the learning process as the student identifies the salient points from the experience itself.

**Step 2: Reflecting**

In Step 2, Reflecting, students assess their own personal reactions to the experience. In doing so, students ask such questions as, “How does this situation touch upon my own values? How does it relate to my personal history? What emotions and thoughts does this experience trigger in me? What assumptions am I making about the people involved in this situation? About myself? About the situation itself? How do I evaluate my own effectiveness in this experience? What behaviors (verbal and non-verbal) enhanced or diminished my effectiveness?”

**Step 3: Identifying Relevant Knowledge**

The information recorded in Step 1 may constitute only a set of meaningless, disjointed facts if examined outside the context of relevant theory and knowledge. Students in Step 3 identify theoretical, conceptual, and/or factual information which can shed light on these facts. While previous classroom learning probably forms the foundation for this process, students might also need to engage in more extensive reading and research to expand their knowledge and to develop greater understanding of their experiences.

Against the backdrop of relevant knowledge, certain information identified in Step 1 rises to the foreground of attention, while other information becomes relatively less significant. Some facts may begin to cluster together, bearing some relationship to one another, forming a more cohesive picture, pattern, or theme. The application of knowledge (whether theoretical, conceptual, or factual) provides an organizing focus, a lens through which the student views and makes sense of experience. To use another analogy, knowledge provides a road map of sorts which helps the student identify his/her current location and develop ideas about what route to take next. In this step, students begin to learn the real value and power of knowledge as it can inform and direct their work as well as lend them a growing sense of confidence and competence.
Step 4: Examining Dissonance

Having examined the experience itself, relevant knowledge, and personal reactions, students are now in a position to explore points of dissonance in the situation. Dissonance may be defined as a lack of harmony, consistency, or agreement. Dissonance can exist on a number of levels. Intellectual dissonance might be present as competing theories offer divergent point of view (Step 2) or as conflicting data arise out of the concrete experience (Step 1). Students also might experience dissonance between the exposed theories of the profession and their own personal views. As the student examines dissonance, questions such as the following are raised:

- What, if anything, do I feel uncomfortable about in this situation?
- What disagreement is there between what I “should” do and what I “want” to do?
- What mismatch is there between what I “should” do and what I “must” do?
- What conflict is there between competing “shoulds” in the situation?
- What disagreement is there between my personal views of the situation and views offered by the theories and knowledge in the profession?
- What conflicts are there between what I “know” and what I “do”?

As various points of dissonance are examined and pondered, important questions may be:

- Can this point of dissonance be reconciled? If so, how? If not, why not?
- If this dissonance cannot be reconciled, how can I manage to live within it?

Step 5: Articulating Learning

Students often report with excitement that they are learning “so much” from their field experience but when asked specifically what they have learned, they all too often fall silent. This scenario perhaps reflects the fact that, although they might indeed have learned a great deal, they have not thought carefully enough about this learning to be able to put it into words. Step 5, Articulating Learning, requires students to put their learning into words. Using words to explain and describe their learning pushes students to conceptualize that learning. What had perhaps been a dim awareness becomes clarified into a coherent statement through the written word. Having constructed this statement, students more clearly “possess” the knowledge, having greater command over it as a tangible, concrete, lasting entity which can be retrieved and used as needed.

The guiding question in this step of the model is straightforward, “What are the major lessons which I can take from the experience?” The lessons learned may have to do with skills developed, knowledge gained, insights developed into self or others, or deeper understanding acquired of an ethical principle. Whatever the lessons, students should be encouraged to approach this step of the process with the appreciation that all knowledge is tentative. The articulated lessons are not fixed and immutable; rather, students take these lessons and test them in subsequent experience.

Step 6: Developing a Plan

The final step, Developing a Plan, is a two-pronged step of the process in that it calls upon students to think through 1) how to proceed in their work and 2) how to proceed in their own learning. Students are now ready to make an informed choice as to how to proceed in their work. As students implement their plans the learning cycle re-enter Step 1, and the process is repeated.
Appendix H
ASCA Ethical Standards For School Counselors

ASCA’s Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004. For a PDF version of the Ethical Standards, click here. For a Spanish version, click here.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. 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 regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, 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: students of color, low socio-economic students, students with disabilities and students with nondominant 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 counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

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 counseling professionals. The purposes of this document are to:

• Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

• Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

• Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:
a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

c. Respects the student’s values and beliefs and does not impose the counselor’s personal values.

d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their
A.2. Confidentiality

The professional school counselor:

a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers 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
   • Counselor recommends the student notify partner and refrain from further high-risk behavior
   • Student refuses
   • Counselor informs the student of the intent to notify the partner
   • Counselor seeks legal consultation as to the legalities of informing the partner

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

e. Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor’s ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children’s lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one’s family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and
b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. 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.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student’s condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students’ educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes 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. Careful discretion and deliberation should be applied 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.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

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

f. Uses 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. Assesses the effectiveness of his/her 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

The professional school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student’s individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

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

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians
B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student’s maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student’s effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

a. Informs parents/guardians of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students’ parents/guardians.

c. Provides 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.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the
student.

d. Is knowledgeable about release of information and parental rights in sharing information.

**D. Responsibilities to the School and Community**

**D.1. Responsibilities to the School**

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students’ best interest.

b. Informs 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 counselor.

c. Is knowledgeable and supportive of the school’s mission and connects his/her program to the school’s mission.

d. Delineates and promotes the counselor’s role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students’ developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

**D.2. Responsibility to the Community**

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

**E. Responsibilities to Self**

**E.1. Professional Competence**

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor’s career.
E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires 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.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student’s identity when using data for research or program planning.

d. Adheres 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 works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her 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

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that
do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The 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 counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

4. 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

5. 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 chair.
   • handling complaints of alleged violations of the ethical standards. 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.
Appendix I

Students Talk about Supervision

This is a video to help teach you about the supervisory experience. You can get this site by downloading Real Player. It is a free download, and you don’t need your credit card. After you have installed this on your computer, put in the following addresses on the menu that are provided by Real Player.

Student supervision film
http://digitalmedia.utk.edu:8080/ramgen/10966.rm

Supervisor supervision film
http://digitalmedia.utk.edu:8080/ramgen/10942.rm