Internship Manual for School Counselor Supervisors

The University of Tennessee, Knoxville
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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 Programs. The school counseling faculty at the University of Tennessee appreciate your ability and willingness to assist graduate students training for the profession of school counseling. This handbook was prepared to help you understand the requirements, expectations, and experiences involved in the internship.

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 intern to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The internship includes all of the following:

1. 240 hours of direct service with counselees 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 site supervisor)
3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a 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 site supervisor

Interns are required to keep records of all time commitments and to obtain verification of these experiences. Please read this handbook carefully and completely so that you are aware of your responsibilities as a supervisor.

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.

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

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

F. Complete the Integrative Processing Model

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

H. Complete a placement evaluation (Appendix D)

I. Fulfill contract obligations in an ethical and professional manner (see Appendix E 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
M. View the supervision video for a better understanding of internship expectations (Appendix H).

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 the trainee is required to notify both the site supervisor and the faculty supervisor. Trainees are bound by state law as well as district policy in reporting suspected child abuse. Trainees may be involve in recognizing signs of child abuse, or a student may confide information to the trainee that has serious implications for the well being of the student. In these cases, the student should not be promised confidentiality, but instead be assured that the trainee will share the information immediately with the site supervisor. The UT program supervisor should be informed as soon as possible. Trainees must report suspicions of abuse to the appropriate authorities, yet due to lack of experience may be reluctant to make this report without support. Your availability is an essential support as the trainee makes this report.

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 sessio

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 students 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 with the
student, 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. School counselor trainees 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 each student 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. How well your trainee has demonstrated each of these traits is an evaluative aspect in the assessment form.

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 intern 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 A.

IV. Records

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

A. Professional Disclosure Form.

The intern is considered a guest in the school building, and many administrators and teachers are uncertain as to the intern’s role, responsibilities, and educational level. In order for stakeholders to be familiar with the trainee, interns are asked to complete a Professional Disclosure Statement and to make it available to the people with whom they
will be working. This statement may alleviate any potential concern about the intern 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 (site and faculty)
- 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 Insurance

Each student intern will carry liability insurance for protection from any unforeseen situation.

C. Internship Time Log

The internship time log 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 meeting 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 a particular activity appropriate to the guidelines. (Appendix B)

D. Integrative Processing Model
This capstone activity helps counselor trainees think through the counseling process carefully and systematically, and assists in the integration of theory and practice.

E. **Personal Journal**

The daily journal should reflect your activities of the day. The last entry for the week in your journal should focus on your reflections for the topic of the week.

F. **Conference Logs**

Conference logs are used to keep brief records of the contacts with the faculty and school supervisors. Conference logs are to be turned in to the faculty supervisor as a part of the course requirements.

V. **Evaluation**

The evaluation consists of an assessment of the intern’s performance by the school site supervisor and the faculty supervisor. (Appendix C Evaluation From School Site Supervisor). The trainee also completes an evaluation of his/her internship site (Appendix D Trainee Evaluation of Site Supervisor).

VI. **Grading**

Grading for the course is satisfactory/no credit. An acceptable evaluation will result in a satisfactory grade. Failure to complete the required hours, the contract, or the requirements will result in no credit.

VII. **Ethical Guidelines**

Appendix E provides the ethical guidelines as adapted by the Association for Counselor Education and Supervision (ACES).

VIII. **Ethical Standards**

Appendix F is a checklist for site supervisors to use that is based on ethical considerations outlined by the Association for Counselor Education Supervision (ACES).

IX. **ASCA Ethical Guidelines**
Appendix G provides the ASCA Ethical Guidelines

X. Supervision Training Website Movie

Appendix H provides additional information from former students and school supervisors regarding supervision.
Appendix A
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>
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</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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<table>
<thead>
<tr>
<th>Personal Goal</th>
<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
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<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

<table>
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<th>Professional Goals</th>
<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
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<th>Personal Goals</th>
<th>Performance Activities</th>
<th>Evaluation</th>
<th>ASCA Program Component</th>
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The ASCA Model Components include:

Accountability
Intervention and Performance Assessment

Foundation
Beliefs and Philosophy
ASCA National Standards
Mission Statement

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

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 B
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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Indirect Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Site Supervisor</th>
<th>Program Supervisor</th>
<th>Other Activities*</th>
<th>Group Supervision</th>
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_____ Total Direct Hours

_____ Total Indirect Hours

Signature of Counselor Trainee ________________________________________________

Signature of School Site Supervisor __________________________________________
Appendix C

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>
<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><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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<td>Demonstrates an ability to demonstrate counseling effectiveness (e.g. change in student behavior, affect, academics)</td>
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<td>Shows an understanding of developmental stages of school-aged youth</td>
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<td>Provides individual counseling to promote the academic, career, and personal/social development of students</td>
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<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities</td>
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<td>Designs and conducts programs designed to enhance student academic development</td>
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<td>Uses peer helping strategies in the school counseling program</td>
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<td>Provides group counseling and classroom guidance to promote the academic, career, and personal/social development of students</td>
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<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>
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<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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<td>Implements developmentally appropriate classroom management strategies</td>
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<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students</td>
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<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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<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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</table>

**ADMINISTRATIVE SUPERVISION**

<table>
<thead>
<tr>
<th>Administrative Supervision</th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Demonstrates Attendance/Punctuality</td>
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<tr>
<td>Shows Attentiveness</td>
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<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>
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<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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<tr>
<td><strong>DEVELOPMENTAL SUPERVISION</strong></td>
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<td>Self-Awareness, as demonstrated by:</td>
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<tr>
<td>• Integrity</td>
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<tr>
<td>• Humility</td>
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<td>• Self-reflection/exploration</td>
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<td>• Understanding of own place in history of site and profession</td>
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<tr>
<td>Integrity, as demonstrated by:</td>
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<td>• Personal responsibility</td>
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<td>• Personal integrity</td>
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<td>• Personal maturity</td>
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<td>• Honesty</td>
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<td>• Courage</td>
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<td>• Congruence</td>
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<td>Commitment, as demonstrated by:</td>
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<tr>
<td>• Investment</td>
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<tr>
<td>• Counselor identity</td>
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<tr>
<td>• Advocacy</td>
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<tr>
<td>• Professional excellence</td>
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<td>• Civic engagement</td>
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<td>• Scholar/practitioner</td>
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<td>• Collaboration</td>
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<tr>
<td>• Interpersonal competence</td>
<td></td>
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<tr>
<td>Openness, as demonstrated by:</td>
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<tr>
<td>• Openness to ideas, learning, and change</td>
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<tr>
<td>• Openness to give and receive feedback</td>
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<td>• Openness to growth</td>
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<td>• Self-development</td>
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<tr>
<td>• Openness to others</td>
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<tr>
<td>• Understand micro/macro perspective</td>
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<tr>
<td>• Interpersonal communication</td>
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<tr>
<td>Respect, as demonstrated by:</td>
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<tr>
<td>• Perceives and honors diversity</td>
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<td>• Self-care</td>
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<tr>
<td>• Wellness</td>
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</tr>
<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>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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</tbody>
</table>

*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
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 ________________
## Appendix D

### Trainee Evaluation of Site Supervisor

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

Adapted with Permission granted from J. Bernard
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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Site: ________________________________

Date: ________________________________

Site Supervisor: ________________________________
Appendix E

ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS
ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly
March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:
1. Observe ethical and legal protection of clients' and supervisee's rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its procedures for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

DEFINITIONS OF TERMS:
**Applied Counseling Settings** - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

**Supervisees** - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

**Supervisors** - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. **Client Welfare and Rights**

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. **Supervisory Role**

Inherent and integral to the role of supervisor are responsibilities for:

a. Monitoring client welfare;

b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;

c. monitoring clinical performance and professional development of supervisees; and
d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.
2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees’ skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.
3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client much be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
b. Client welfare;
c. Supervisee welfare;
d. Supervisor welfare; and
e. Program and/or agency service and administrative needs.
Appendix F
Ethics Checklist
for Site Supervisors of School Counseling Students
based on
The Ethical Guidelines for Supervision
Association for Counselor Education and Supervision

Counselee Welfare and Rights

1. Have I told supervisees to inform counselees that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor? □ □

2. Have I instructed the supervisee not to communicate or in any way convey to the supervisee's counselees or to other parties that the supervisee is himself/herself licensed? □ □

3. Have I made the supervisee aware of counselees' rights, including protecting counselees' right to privacy and confidentiality in the counseling relationship and the information resulting from it? □ □

4. Have I told supervisee to inform the counselee that his/her right to privacy and confidentiality will not be violated by the supervisory relationship? □ □

5. Have I informed the supervisee that records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information and that written consent should be obtained from the counselee (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes? □ □

6. Am I making every effort to monitor both the professional
actions, and failures to take action, of the supervisee?

Supervisory Role

1. Have I had training in supervision prior to accepting the first supervisee?

2. Have I participated in professional development activities on supervision?

3. Have I been assured that the supervisee has read the 2004 Edition of ASCA’s Ethical Standards for School Counselors?

4. Have I informed the supervisee about procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations?

5. Am I reviewing actual work samples via audio and/or video tape or making live observations of the supervisee?

6. Am I meeting regularly with the supervisee in face-to-face sessions?

7. Am I providing the supervisee with ongoing formal and informal feedback, in both oral and written form, at the formative and summative stages of the on-site experience?

8. Am I carefully avoiding any dual relationships with the supervisee that might impair my objectivity and professional judgment?

9. Am I avoiding the establishment of a psychotherapeutic relationship as a substitute for supervision and addressing personal issues only in terms of the impact of these issues on counselees and on professional functioning?

10. Am I aware of any personal or professional limitations of the supervisee which are likely to impede future professional performance and, if so, have I recommended (in writing) remedial assistance to the supervisee and shared contents of the recommendation with the program supervisor?

11. Am I asking the supervisee to perform activities that are commensurate with their current level of skills and experiences?

12. If the supervisee is unable to provide competent professional
services following written evaluations, remediation, use of due process procedures, and communication with the program supervisor, am I am willing to recommend that the supervisee should be screened from the training program?

13. If the supervisee is impaired in any way that would interfere with the performance of school counseling duties after having been given feedback and opportunity for remediation, am I willing to recommend to the program supervisor that the supervisee not be licensed/certified as a school counselor?

14. Do I understand and use principles of informed consent and participation; clarify requirements, expectations, roles and rules; and follow and make clear to supervisees due process and appeal procedures?

Program Administration Role

1. Am I confident that the supervisee is enrolled in a university counselor preparation program that incorporates up-to-date recommendations of ASCA and ACA?

2. Am I providing experiences that integrate theoretical knowledge and practical applications which are built around the ASCA national model for school counseling programs?

3. Have I informed the supervisee of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which my supervision is based?

4. Am I encouraging and assisting the supervisee to define a theoretical orientation toward counseling, to establish supervision goals, and to self-monitor and evaluate progress toward meeting these goals?

5. Am I limiting the number of supervisees so that each has ample time for supervision and feedback?

6. Do I clearly understand my role as a site supervisor and the role of the program supervisor in areas such as evaluation, requirements, and confidentiality?

7. Has the program supervisor communicated with me regarding current professional practices, expectations of
students, and preferred models and modalities of supervision?

8. Have clear lines of communication been established with program supervisors and supervisees relative to specific procedures regarding consultation, performance review, and evaluation of supervisees?

9. Is evaluation feedback available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment?

10. If, after determining a supervisee has deficits in the areas of self-understanding and problem resolution which impede professional functioning, I recommend that a supervisee participate in activities such as personal growth groups or personal counseling, I refrain from being the direct provider of these activities for the supervisee?

11. Do I understand that in resolving conflicts among needs of the counselee, the needs of the supervisee, and the needs of the program that counselee welfare is usually subsumed in federal and state laws and these statutes should be the first point of reference?

12. Do I understand that in resolving conflicts among needs of the counselee, the needs of the supervisee, and the needs of the school and where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list?

   a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
   b. Counselee welfare;
   c. Supervisee welfare;
   d. Supervisor welfare; and
   e. Program and/or agency service and administrative needs.
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 rights.
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 documentation.

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 H

Students/Supervisors 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 is 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