

Revised September 2023

Norfolk State University

Counselor Education



Practicum and Internship Handbook

Table of Contents

| | |
|--|----|
| School of Education | |
| Purpose | 5 |
| Mission Statement | 5 |
| Community of Education | 6 |
| School of Education Conceptual Framework | 6 |
| Secondary Education and School Leadership Mission & Vision | 6 |
| Categories of Disposition | 7 |
| Internship and Practicum Deadlines | 9 |
| Internship Disclaimer | 9 |
| Endorsement Policy | 9 |
| Responsibilities | |
| Internship and Practicum Candidate Responsibilities | 10 |
| University Supervisor Responsibilities | 10 |
| On-Site Supervisor | 10 |
| Counseling Program | |
| Goals | 11 |
| CACREP Standards | 11 |
| Objectives | 11 |
| Course Prerequisites | 12 |
| Curriculum Requirements | 12 |
| Mental Health Counseling Practicum | 15 |
| Mental Health Counseling Internship | 15 |
| Responsibilities of the Mental Health Counseling Practicum/Internship Students | 16 |
| Graduate School Counseling Internship Guidelines | 17 |
| Responsibilities of the School Counseling Internship Student | 18 |
| Protocols | 19 |
| Use of Equipment | 19 |
| Other Items | 19 |
| Office of Clinical Experience and Student Services | 20 |
| Mission | 20 |
| Objective | 20 |
| Application Guidelines for Counseling Interns | 20 |
| Appendix A: Office of Clinical Experiences and Student Services Forms | |
| Application for Graduate Internship | 22 |
| Application for Graduate Internship-Application Matrix | 24 |

| | |
|--|----|
| Application for Graduate Internship Placement Request-Initial Contact Information | 26 |
| Application for Graduate Internship-Tuberculosis Test | 27 |
| Application for Graduate Internship-Background Verification Form | 28 |
| Appendix B: Community Counseling Forms | |
| Forms Checklist for Student File | 30 |
| Application for Counseling Practicum & Internship | 31 |
| NSU Practicum/Internship Site Supervision Agreement | 32 |
| NSU Counseling Skills and Techniques Competency Scale | 34 |
| NSU University Supervisor Evaluation of Practicum/Internship Student | 37 |
| NSU Community Counseling Program Site Supervisor Evaluation of Intern | 38 |
| NSU Evaluation of Practicum/Internship Site Supervisor | 39 |
| NSU Student Evaluation of University Supervisor | 40 |
| NSU Supervision Attendance Log | 41 |
| NSU Supervision Attendance Log Example | 42 |
| NSU Practicum/Internship Hours Log | 43 |
| NSU Practicum/Internship Hours Log Example | 44 |
| NSU Consent to Participate in Recorded Counselor Supervision | 45 |
| NSU Verbatim Transcript Form | 46 |
| NSU Sample Case Presentation Outline | 47 |
| Appendix C: School Counseling Forms | |
| NSU School Counseling Internship Site Agreement Form | 49 |
| NSU School Counseling Intern Time Log | 51 |
| NSU School Counseling Intern Time Log Example | 53 |
| NSU School Counseling Internship Site Supervision Log | 55 |
| NSU School Counseling Internship Interim Evaluation | 57 |
| NSU Site Supervisor and University Supervisor Final Intern Evaluation | 58 |
| NSU School Counseling Certificate of Completion | 60 |
| NSU Evaluation of Internship Site Supervisor | 61 |
| NSU Student Evaluation of University Supervisor | 62 |
| NSU Individual Counseling Observation Form | 63 |
| NSU Group Counseling Observation Form | 65 |
| NSU Classroom Observation Form | 67 |
| NSU Counseling Skills Techniques Competency Scale | 70 |
| School Counseling Case Study Presentation Outline | 73 |
| Appendix D: ASCA | |
| ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student | 75 |

| | |
|--|-----|
| ASCA Ethical Standards for School Counselors | 78 |
| Recommendations for Free Training | 96 |
| Appendix E: ACES Best Practices in Clinical Supervisor | |
| Preamble | 100 |
| Supervision Best Practices Guidelines | 101 |



School of Education

The School of Education and the Department of Secondary Education and School Leadership (SESL) are committed to providing a quality education as we prepare administrators and counseling professionals to meet the demands of the 21st century through experiences which allow candidates to explore concepts, confront educational issues, consider alternatives, promote humanity, make good judgments and decisions, apply knowledge and skills to practical situations, and ensure the rights of all students in engaging learning environments.

Purpose

The counselor education program continues to provide a setting in which candidates of the region and the world to give expression to their hopes and aspirations. This handbook provides details and forms for internship candidates seeking a master's degree in Urban Education from the School of Education and the Department of Secondary Education and School Leadership (SESL) at Norfolk State University.

Information contained in this handbook is also pertinent to internship supervisors.

- Inform the prospective intern and supervisors of the university's requirements, policies, and guidelines for admission and satisfactory progress.
- Provide the intern and supervisors with the evaluation criteria.
- Provide examples of internship activities, records, and documents
- Include references for the intern to assist in planning and executing the experience.
- Assist the intern in managing multiple sites and hours of activities aligned with appropriate practice standards.
- Describe the steps necessary for securing Virginia certification.

Mission Statement

- ▶ **Mission Statement** - The School of Education provides the leadership, coordination, and evaluation of all academic programs and services offered through the departments of Early Childhood/Elementary and Special Education, Secondary Education and School Leadership and Health, Physical Education and Exercise Science. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and others engaged in educational activities in schools and other agencies.
- ▶ **Disposition**- To develop Competent, Collaborative, Compassionate and Committed Leaders.



Community of Education

The School of Education is responsible for providing leadership, coordination, and evaluation of all education programs at the University. Its central purpose is to provide pre-service and in-service educational programs to prospective counselors, teachers, administrators and others engaged in educational activities in other agencies. Corollary purposes are:

1. To contribute to the knowledge base in the field of educational theory and practice in a multi-cultural, multi-lingual, and multi-racial society.
2. To provide leadership in involving public Schools, universities, and communities in collaborative educational efforts.
3. To provide service to other agencies engaged in education in such a manner as to promote the realization of equal educational opportunity and equal educational results for all children.

School of Education Conceptual Framework

The conceptual framework adopted by Norfolk State University's professional education programs describes the vision and purpose of the School of Education to prepare educators to work in PreK-12 Schools. Consistent with the institution's mission, its focus is to **prepare competent, compassionate, collaborative and committed leaders** capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional School personnel.

Norfolk State University seeks to prepare educators who demonstrate the competencies for effective teaching and leadership and accept the responsibility for students for which they are responsible. The current emphasis on accountability demands it. The competence strand focuses on the knowledge and skills to be acquired and is drawn from many sources (the professional specialty organizations, i.e. the National Science Teachers Association and the Educational Leadership Constituent Council, NCATE, the National Board for Professional Teaching Standards, Virginia Department of Education, INTASC) and research.

Secondary Education and School Leadership Mission & Vision

Mission: The mission of the Department of Secondary Education and School Leadership is to prepare administrators, counselors, and educators to lead and serve diverse populations in school and community settings.

Vision: The vision of the Department of Secondary Education and School Leadership is to have signature programs that develop exceptional administrators, counselors and educators who provide leadership and service in global schools and communities.



CATEGORIES OF DISPOSITIONS

Professional dispositions are an integral part of the education program at Norfolk State University. Counseling and education candidates are expected to exhibit appropriate dispositions in and outside of the university and professional sites.

Dispositions for the School of Education are to develop **Competent, Collaborative, Compassionate and Committed Leaders.**

Rate candidates on a scale:

1=Unacceptable, does not apply or did not demonstrate

3=Acceptable demonstrates the disposition

5=Target exemplary demonstration of the disposition

| Evidence Indicators for Competent Leadership | CAEP | VDOE | CACREP | Score |
|---|------|------|--------|-------|
| Competent leaders are passionate and enthusiastic for teaching and working with children. They are skillful, knowledgeable and supportive that result in expected achievement. To this end, candidates: | | | | |
| <ul style="list-style-type: none"> • Demonstrates competence in understanding of appropriate and effective actions in the field experience settings | | | | |
| <ul style="list-style-type: none"> • Demonstrates commitment to success for all learners | | | | |
| <ul style="list-style-type: none"> • Demonstrates initiative and strong work ethic | | | | |
| <ul style="list-style-type: none"> • Demonstrates effective time management skills | | | | |
| <ul style="list-style-type: none"> • Demonstrates professional dress and appearance | | | | |
| <ul style="list-style-type: none"> • Demonstrates acceptance of constructive criticism with immediate positive action on the suggestions | | | | |
| <ul style="list-style-type: none"> • Demonstrate professional conduct, punctuality, attendance, positive attitude, appearance, and ability to meet deadlines | | | | |
| Evidence Indicators for Collaborative Leadership | CAEP | VDOE | CACREP | Score |
| Collaborative leaders show flexibility and responsiveness to change, and they are respectful in an environment for collective participation to achieve a goal. To this end, the candidate: | | | | |
| <ul style="list-style-type: none"> • Demonstrate the ability to work collaboratively with diverse peers, colleagues, and families | | | | |
| <ul style="list-style-type: none"> • Demonstrates responsive listening skills | | | | |
| <ul style="list-style-type: none"> • Demonstrates clear and appropriate written and oral language | | | | |
| <ul style="list-style-type: none"> • Demonstrates the ability to communicate with a variety of audiences/constituents | | | | |

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|--|--|--|--|--|
| • Demonstrates skills, responsibility and sensitivity in working in collaborative situations | | | | |
| • Demonstrates a sense of inquiry, intellectual curiosity and effort | | | | |

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|--|------|------|--------|-------|
| Evidence Indicators for Compassionate Leadership Compassionate leaders show integrity and honesty; ability to meet ethical expectation, relate effectively and sensitively to the diverse needs of learners and create a positive environment through ongoing inquiry and reflection. To this end, the candidates: | CAEP | VDOE | CACREP | Score |
| • Demonstrates respect and appreciation for differing opinions, insights, and cultural norms | | | | |
| • Demonstrates respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners | | | | |
| • Demonstrates respect for the needs and differences of families and communities | | | | |
| • Demonstrates desire to reach all candidates, especially those who have special needs and challenging circumstances | | | | |

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|---|------|------|--------|-------|
| Evidence Indicators for Committed Leadership Committed leaders pursue experiences individually and collaboratively to learn and implement best practices. To this end, the candidate: | CAEP | VDOE | CACREP | Score |
| • Demonstrates critical thinking and self-directed learning | | | | |
| • Demonstrates persistence to overcome obstacles | | | | |
| • Demonstrates a commitment to all students to provide challenging strategies that promote continued learning, reflection | | | | |
| • Demonstrates the ability to model ethical and moral values | | | | |
| • Demonstrates self-awareness and honest reflection | | | | |
| • Demonstrates integrity in all situations | | | | |
| • Demonstrates respect for persons in authority, systems and institutions, and ability to respond positively to suggestions for improvement | | | | |
| • Demonstrates consistency participates in activities for personal and professional development | | | | |

INTERNSHIP AND PRACTICUM APPLICATION DEADLINE

Deadlines for applications are:

April 1 for Fall Semester *November 1* for Spring

Semester

All forms and qualifying documents must be submitted with the application.

Internship Disclaimer

The School of Education's Counselor Education program is committed to supporting counselor education students through the academic process. The expectation is that students will complete all degree requirements including an internship. If the student has any discretions in their past or that happened while matriculating through the program that were or were not previously reported, the university, program officials and/or faculty are not responsible for the students' personal or academic barriers impacting program completion. These barriers include but are not limited to Child Protective Service reports and/or criminal convictions that may cause a student to fail a criminal background check.

Endorsement Policy

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states that: "A formal endorsement policy by an academic unit with a CACREP accredited program should stipulate endorsement for employment or credentialing only in the program area in which a student received training". The Urban Education program and the College of Education provide endorsements for individuals for licenses and certificates for which they are qualified by having met the requisite standards (including internship) for completion of an education degree at Norfolk State University. Additionally, the department provides endorsement for graduates of the professional school counseling concentration (previously known as the urban school counseling, urban guidance counseling, and community counseling) program for the purpose of school counseling licensure.

RESPONSIBILITIES

Internship and Practicum Candidate Responsibilities

Internship and practicum candidates are expected to apply all their knowledge and skills during the internship and practicum experiences. Internship and practicum candidates will demonstrate their competencies as an emerging administrator or counselor under the supervision of a practicing professional. At all times interns and practicum students will conduct themselves in a professional and ethical manner. Failure to adhere to these expectations and standards or any reports of unsatisfactory performance on-site will result in immediate termination of the internship assignment. Other consequences of unsatisfactory performance may include course failure, educational remediation, mandated counseling and/or termination from the program. Program faculty will make the necessary determination on a case-by-case basis.

University Supervisor Responsibilities

Because the program faculty assumes primary responsibility for the internship and practicum candidate's activities, supervision is imperative. Intensive group supervision of internship and practicum candidates will occur in the internship or practicum course. This supervision will involve a review of direct service activities and experiences as well as internship and practicum candidate's documentation.

In addition to meeting the Commonwealth of Virginia's requirements for supervising students, the program faculty is responsible for making sure the internship and practicum sites meet the Commonwealth of Virginia standards for appropriate placement. A professional working relationship with each site placement will ensure that internship and practicum candidates receive the maximum experience according to university and state standards.

On-Site Supervisor

Interns and practicum students will receive direction and feedback, skill critique and review, and suggestions on areas of improvement and growth from their on-site supervisor weekly. Site supervisors are trained by the SESL department on site supervisors university procedures.

Professional School Counseling Site Supervisors must hold a minimum of a master's degree in school counseling with a minimum of two years of pertinent professional experience in the program area in which supervision is to be provided, knowledge of VDOE requirements and procedures, and must hold appropriate certification and licensure in professional school counseling or related field.

Mental Health Counseling Site Supervisors must hold a minimum of a master's degree in counseling education or counseling psychology and must hold a valid Commonwealth of Virginia Licensed Professional Counseling licensure, Licensed Clinical Social Worker, Licensed Clinical Psychologist or Licensed Psychiatrist. Site supervisor can also be a LMHPE or Licensed Mental Health Provider Eligible practicing under an independently licensed practitioner in the Commonwealth of Virginia.

COUNSELOR EDUCATION PROGRAM

Goals

According to Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (CACREP 2016 § Professional Practice), the purpose of the counseling practicum and internship is to provide a supervised professional experience to develop and/or enhance skills, which will conceptually link counseling theories and skills to practice.

CACREP standards section 3 Professional Practices Supervisor

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

Objectives

- Master's level students will gain supervised clinical experience to develop a counseling skill base that addresses the needs of diverse clients in diverse setting.
- Master's level students will broaden the application of counseling theories through supervised clinical experience in an environment that encourages multicultural and ethical growth within a variety of clinical and school settings.
- Master's level students will engage in direct and indirect counseling services in a professional counseling environment and maintain the supporting documentation for the site and the university.
- Masters level students will receive on-site supervision from a qualified professional (a licensed school counselor, LPC, LCSW, CSAC etc., or a professional who holds a master's degree in a mental health related field) as well as university supervision from state licensed and/or independently licensed faculty in the Norfolk State University Secondary Education and School Leadership Department, in accordance with the Virginia Department of Education, Virginia Board of Counseling LPC licensure Process handbook, and CACREP Standards.

Course Prerequisites

Mental Health Counseling

UED 606 Multicultural Concepts and Perspectives
COED 612 Human Growth and the Lifespan
COED 620 Legal and Ethical Issues in Counseling
COED 631C Intro to Professional Counseling
COED 622 Counseling Theories
COED 623 Counseling Techniques and Skills
COED 632 Group Counseling
COED 640 Family Systems
COED 644 Addiction Counseling
COED 645 Testing & Assessment in Communities and Schools
COED 650 Diagnosis and Treatment
COED 677 Foundations of Career Development and Counseling
COED 710C Counseling Practicum
UED 692 Research Methods

Professional School Counseling

UED 606 Multicultural Concepts and Perspective
COED 612 Human Growth and the Lifespan
COED 620 Legal and Ethical Issues in Counseling
COED 621 Principles of Counseling
COED 622 Counseling Theories
COED 623 Counseling Techniques and Skills
COED 632 Group Counseling
COED 640 Family Systems
COED 644 Addiction Counseling
COED 645 Testing & Assessment in Communities and Schools
COED 650 Diagnosis and Treatment
COED 677 Foundations of Career Development and Counseling
COED 638 Classroom Management
UED 626 Program Evaluation
UED 692 Research Methods

Curriculum Requirements

COED 710C Counseling Practicum I (Community)

Field experience requires a minimum of 100 hours. The course is designed to provide an orientation for candidates as they begin supervised work in the counseling profession. During this initial practicum experience, the candidates will apply knowledge and skills learned throughout the program in working with clients in a supervised field placement. The candidates are required to complete **100 clock hours which are to be fulfilled in an academic term** which include a minimum of **40 hours per term** of direct contact (counseling) hours with clients and a minimum of 10 hours of group work. The remaining **60 hours per term** consists of indirect hours accrued performing other counseling-related duties. Candidates receive 1 hour of individual supervision by site and university supervisors weekly and 1-2 hours of group supervision during the academic term. The experiences must be approved by the Practicum Supervisor and Professor.

UED 793C Internship I (MHC)

Counseling internship is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction. The program requires students to complete a clinically supervised internship of **300 clock hours which is to be fulfilled in an academic term**. The internship course provides a systematic sequence of professional experiences under the supervision of a licensed/certified professional in Community Counseling. During this initial internship experience, the candidate will apply knowledge and skills learned throughout the program in working with actual clients in a supervised field placement. The candidate is required to spend a minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that one-fourth of these hours be in group work (i.e., leading or co-leading a counseling group, conducting a psycho-educational group experience such as a stress

management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties. Candidates will receive 1 hour of individual supervision weekly, and 1.5 to 2 hours of group supervision during the academic term. The experiences must be approved by the internship supervisor and professor and is required to assess and treat mental health issues as categorized in the standard diagnostic nomenclature of Virginia.

UED 794C Internship II (MHC)

Counseling Internship is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction. The program requires students to complete a clinically supervised internship of **300 clock hours which is to be fulfilled in an academic term.** The internship course provides a systematic sequence of professional experiences under the supervision of a licensed/certified professional in Community Counseling. During this continued internship experience, the candidate will apply knowledge and skills learned throughout the program in working with actual clients in a supervised field placement. The candidate is required to spend a minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that one-fourth of these hours be in group work (i.e., leading or co-leading a counseling group, conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties. Candidates will receive 1 hour of individual supervision weekly, and 1.5 to 2 hours of group supervision during the academic term. The experiences must be approved by the Internship Supervisor and Professor and is required to assess and treat mental health issues as categorized in the standard diagnostic nomenclature of Virginia.

UED 793 Internship I (PSC)

The internship is structured as the culminating practical experience for the candidates. This experience will vary in depth and range in the following areas: (a) policy and professional ethics, (b) program planning, (c) small group facilitation, (d) individual counseling, (e) lifestyle / career planning, (f) appraisals and assessment, (g) multicultural relevancy, (h) student consultation, and (i) community involvement and service-learning.

The school counseling internship is designed to develop competent, collaborative, compassionate, and committed school counselors to meet the need of schools across the nation that seek to broaden traditional areas of services to a more diverse student population. The course is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction.

Specifically, UED 793 provides a systematic sequence of professional experiences under the supervision of a certified and licensed professional in school counseling. **A minimum of 300 clock hours of professional experiences is required for Experience 1, at either an elementary or middle/high school level.** The candidate is required to spend a minimum of **120 clock hours of direct services** with students/clients. The remaining 180 hours consists of indirect service hours accrued performing other counseling-related duties that support the school counseling program and their internship sites.

Internship students participate in an average of **1.5 to 2 hours of group supervision** on a regular schedule throughout the internship. Group supervision is provided by a counselor education program faculty member. Internship students have **weekly interaction with supervisors that averages one-hour per week of individual and/or triadic supervision** throughout the internship, provided by the site supervisor and the counselor education program faculty.

UED 794 Internship II (PSC)

The school counseling internship is designed to continue the development of competent, collaborative, compassionate, and committed school counselors to meet the need of schools across the nation that seek to broaden traditional areas of services to a more diverse student population. The course is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction.

Specifically, UED 794 is an extension of UED 793 and allows for students continued growth and refinement of school counseling skills and techniques. Students continue to be immersed in a systematic sequence of professional experiences under the supervision of a certified and licensed professional in school counseling. **A minimum of 300 clock hours of professional experiences is required for Experience 2, at either an elementary or middle/high school level.** The candidate is required to spend a minimum of **120 clock hours of direct counseling services** with students/clients. The remaining 180 hours consists of indirect service hours accrued performing other counseling-related duties that support the school counseling program and their internship sites.

Internship students participate in an average of **1.5 to 2 hours of group supervision** on a regular schedule throughout the internship. Group supervision is provided by a counselor education program faculty member. Internship students have **weekly interaction with supervisors that averages one-hour per week of individual and/or triadic supervision** throughout the internship, provided by the site supervisor and the counselor education program faculty.

***NOTE:** Students must complete internship hours during the semester in which they are taking the course. Hours cannot be completed outside of the course and therefore cannot be carried over.*

Counseling Practicum

All community counseling masters level students are to register for COED 710C Counseling Practicum (3 credit hours), to attend the class, and to fulfill all the requirements as listed on the COED 710C syllabus. This class will also serve as group supervision.

Students are required to keep a log in which they record the number of hours spent at the site. A **minimum** of 100 hours must be logged during the semester, and a **minimum** of 40 of the 100 hours must be direct services with clients. The remaining hours to be logged as indirect services must be activities related to the client or counseling. Please note that if the student is working towards licensure, direct hours must be face-to-face counseling services, but can include online counseling if the site includes that in their services to clients.

Students are required to complete and submit the written application for Practicum to the community counseling coordinator or the department chair by these dates:

- For Fall and Summer Practicum, apply by **APRIL 1**.
- For Spring Practicum, apply by **NOVEMBER 1**.

Students will register for the Practicum course the semester before their actual practicum. The course will consist of group supervision led by the instructor of record that last for 1.5 to 2 hours per week.

Mental Health Counseling Internship

All community counseling masters level students are to register for UED 793C Counseling Internship I (3 credit hours) and UED 794C Counseling Internship II (3 credit hours), to attend the class, and to fulfill all the requirements as listed on the UED 793C & 794C syllabi. This class will also serve as group supervision.

Students are required to keep a log in which they record the number of hours spent at the site. A minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that one-fourth of these hours be in group work (i.e., leading or co-leading a counseling group, conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling- related duties. Candidates will receive 1 hour of individual supervision weekly, and 1.5 to 2 hours of group supervision each week during the academic term. The experiences must be approved by the internship supervisor and professor and is required to assess and treat mental health issues as categorized in the standard diagnostic nomenclature of Virginia.

Students are required to complete and submit the written application for Internship to the community counseling coordinator or the department chair by these dates:

- For Fall and Summer Internship, by **APRIL 1**.
- For Spring Internship, apply by **NOVEMBER 1**.

Students will register for the Internship course the semester before their actual internship. The course will consist of group supervision led by the instructor of record that last for 1.5 to 2 hours per week.

Student must attend the mandatory practicum/internship meeting required each semester before each counseling field placement course (practicum or internship).

Site supervisors are required to complete the NSU Counseling Practicum and Internship training and/or attend the university's counseling field placement site supervisor meeting.

Responsibilities of the Mental Health Counseling Practicum/Internship Students

1. Read appropriate handbook. "I have read the handbook for this clinical experience."
2. Submit the application for Practicum/ Internship forms by the SESL department deadlines.
3. Submit all completed forms necessary for practicum/internship including background check and tuberculosis test with the application for field placement.
4. Attend a practicum and internship information session after submitting the application.
5. Contact local agencies to determine an appropriate internship placement (based on placement guidelines). Once a placement is identified, contact the agency to schedule an introductory meeting with a possible site supervisor. Provide the site supervisor with the Site Supervisor Agreement for completion.
6. Adhere to the policies and procedures of the site.
7. Represent themselves and Norfolk State University in a professional manner.
8. Follow the American Counseling Association's Ethical Guidelines.
9. Meet with the site supervisor one hour each week for face-to-face on-site supervision.
10. Meet during the regularly scheduled class times for university group supervision.
11. Complete self-evaluations for counseling skills and sessions.
12. Submit recordings for review with the individual university supervisor. In addition, provide two verbatim transcriptions with recordings.
13. Evaluate the site, university (middle and end of each semester) and site supervisors.
14. Submit counseling program evaluation at the end of graduating semester.
15. Complete self-evaluations for counseling skills and counseling sessions.
16. Participate in the university & site supervisors evaluations (four point during each semester).

Professional School Counseling Internship Guidelines

The information contained in this packet is important for practicum and internship. **Please pay attention to each item and the specific deadlines listed in this handbook.**

Requirements for the Field Experience

The 600-clock hour internship should include a minimum of 240 hours of direct service work with students. Additional expectations include the following:

- Internship students have weekly interactions with supervisors for one (1) hour of individual or triadic supervision throughout the internship provided by site supervisors.
- Internship students have weekly individual and/or group interactions with the university supervisor.
- State licensure requirements for school counselors mandate that students must have supervised clinical experiences in an elementary school setting (grades pre-k - 6) *and* middle or secondary school setting (grades 7 - 12). Thus, some students may opt to complete their internship in an elementary and middle school, while others may choose to be placed in an elementary and high school. All of the internship hours must be completed in a school setting and the hours should be divided equally between the elementary and middle or secondary level (as referred to above).
- Students in school counseling typically complete their internship in one semester between UED 793 and UED 794. Course credit in UED 793 is earned as a result of successful completing of Internship Experience 1 and the related seminar. Course credit in UED 794 is earned as a result of successful completion of Internship Experience 2 and the related seminar activities.
- At the beginning of the internship semester, the Office of Clinical Experience and Student Services must receive the Site Supervision Agreement Form in order to assure that the aforementioned qualifications are satisfied. In requesting a placement, the student will be given an opportunity to request a specific school and/or a school system and if possible, the school system will honor that request. However, an alternate request needs to be prepared in the event that the student's original request is not available.
- The School of Education Counselor Education program is committed to supporting counselor education students through the academic process. The expectation is that students will complete all degree requirements including an internship. If the student has any discretions in their past or that happened while matriculating through the program and were or were not previously report to university, program officials and/or faculty are not held responsible for students' personal or academic barriers effecting completion of the program. These barriers include but are not limited to Child Protective Service reports and criminal convictions that may cause a student to fail a criminal background check.

Responsibilities of the School Counseling Internship Student

1. Read appropriate handbook. "I have read the handbook for this clinical experience."
2. Submit the *counseling field placement application* to the School of Education Office of Clinical Experiences and Student Services by the outlined deadlines.
3. Submit all completed forms necessary for internship including background check and tuberculosis test with the *counseling field placement application*.
4. Once receiving notification of placement through Office of Clinical Experiences, contact the school counselor or other identified contact person to schedule an introductory meeting. Provide the site supervisor with the Site Supervisor Agreement for completion.
5. Attend internship information session after submitting applications.
6. Adhere to the policies and procedures of the site.
7. Represent themselves and Norfolk State University in a professional manner.
8. Follow American Counseling Association's (ACA) and the American School Counselor Association's (ASCA) ethical guidelines.
9. Meet with the site supervisor one hour each week for face-to-face on-site supervision.
10. Meet with the university supervisor of the internship course one and a half (1.5) to two (2) hours each week for face-to-face supervision (time and day determined by supervisee and supervisor).
11. Complete self-evaluations for counseling skills and review of recorded sessions.
12. Evaluate the site, university (middle and end of each semester) and site supervisors.
13. Submit impact on learner portfolio and counseling program evaluation at the end of graduating semester.
14. Submit counseling program evaluation at the end of graduating semester.
15. Complete self-evaluations for counseling skills and review of recorded sessions.
16. Evaluate the university and site supervisors (mid and end of each semester).

Protocols

Concerns with university supervisors or course instructor:

1. Speak with the university supervisor or course instructor first.
2. If no resolution is reached confer with your program advisor, and finally the department chairperson.

Concerns with site supervisor and/or site:

1. Develop solutions with university supervisor first
2. Speak with site supervisor about the issue(s)
3. Inform the Director of the Office of Clinical Experiences and Student Services
4. If it is a safety issue, the university supervisor should speak with the site supervisor immediately
5. If the issue(s) cannot be resolved, the student will find another approved site, or one will be assigned (school counseling interns must work with the director of the Office of Clinical Experiences and Student Services in order to change the placement).

Use of Equipment

Recording Devices

Students are allowed to use SD cards to record sessions to replay in class. Students may use recording devices that can restore recordings for a limited time and course purposes only.

To reserve a department camera on a regular basis, please fill out the necessary paperwork within the Office of Clinical Experience or the Secondary Education and School Leadership.

School counseling interns may record sessions and be observed by the university supervisor.

Other Items

Portfolios – Are for mental health and school internships only, not practicum students. The items included in the portfolios are outlined in the portfolio rubric and in the syllabus for the related courses. Examples of materials for the portfolios will be discussed in class and posted in Blackboard for practicum and internship classes.

Evaluations – To be completed **outside of** supervision hour. This will avoid the conflict of interest and discomfort with these being completed during supervision.

University Supervisors – Review evaluations of practicum and internship students during individual supervision. If a student misses or cannot attend class meetings for medical or other reasons, an individual meeting with the student will be scheduled.

Site Visits – The university supervisor will schedule one to two (1-2) site visits per semester or mini term. These visits will be announced and the site supervisor as well as the student will be aware of the dates and times. Sites requiring live supervision may require more than the scheduled visits as certain sites will not allow for recording of clients.

Quitting Sites or Walking off Site or Removed from a Site – Any student who quits or walks off a site may receive an incomplete or fail the practicum or internship course after the university supervisor conducts a thorough investigation.

OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

Mission

The Office of Clinical Experiences and Student Services in the School of Education supports all teacher education programs in the schools of Education, Liberal Arts, Science and Technology, and Social Work. The mission of the Center for Professional Development is to provide quality services that support the preparation of educators to work in the P-12 schools.

Objective

The Office of Clinical Experiences and Student Services has the responsibility of providing all formal field experiences, observation/participation, directed teaching, and internships for persons wishing to enter the education profession. Observation and participation experiences are provided for freshman, sophomore, and junior-level students. Student teaching and internship experiences are provided for senior-level and graduate students.

Application Guidelines for Counseling Interns

- Negative Tb test results (results are good for one year).
- Application-typed.
- Background Verification Form.
- Signed Evaluation by Advisor.
- Additional placement forms attached if required for (Virginia Beach, Chesapeake, Norfolk, and Suffolk). All forms must be typed. Handwritten forms will not be accepted.
- All signatures and dates—advisor, department head, and student.
- Picture on application where required.
- Placement Request—one middle/high, and elementary.
- Both placements should be in the same school district.

NOTE:

Please be advised that students will need a **Universal Background Check**. Students may pick up the forms needed for the background check from the Office of Clinical Experiences and Student Services. Before a student's College Verification Form can be completed, the student will need to have completed the certification training in **First Aid, CPR, AED, Child Abuse, Dyslexia, and Counseling**.

Appendix A
Office of Clinical Experiences and Student Services
Forms



For Office Use Only

Major: _____

No. of Hours Required: 1st ____ 2nd ____

School of Education
Office of Clinical Experiences and Student Services

Application for Graduate Internship

(*SEMESTER: When do you plan to begin the Internship?)

| | | | | |
|---|-------------|--------------|-----------|-------------------|
| | | r: | | |
| Applicant's Name: (Please Type) | Last | First | MI | Student ID |

CERTIFICATION INSTRUCTIONS:

This certification/departmental endorsement is to be completed by the applicant, official representative(s) of the School of Education, and the department from which the applicant is a major. All applications will be maintained by the Office of Clinical Experiences and Student Services (OCESS). Make copies of documents before submitting them to the OCESS. Personal copies of documents are the responsibility of the applicant. PLEASE type responses in blanks where required. No candidate is allowed to make their own final individual placement arrangements.

APPLICANT CERTIFICATION:

I further understand that failure to comply with the agency or field placement guidelines or substandard performance in the Internship experience may result in dismissal from the Internship program.

I fully understand that proof of successful completion of the VCLA, VRA, PRAXIS Core, or SLLA, if applicable, required certificates, School Division's Placement Request form, the background verification form, tuberculosis/chest x-ray and other required documents are integral to this application process and I will comply as requested. See the application guidelines for counseling.

I certify that all information given is correct, and that I have completed all program requirements for admission to the clinical experience. I will be eligible to begin the Internship in the upcoming semester.

Applicant's Signature _____

(Date) _____

DEPARTMENT ENDORSEMENT

On the basis of my knowledge of the applicant's preparation and characteristic performance in the subject matter area of _____, I ___DO ___*DO NOT endorse this applicant as a worthy and promising candidate for the Practicum during the upcoming semester.

| | | |
|---|--|------------------|
| Department Head, please indicate the University Supervisor: | | number(s) |
| | | |

| | |
|-----------------------------|--|
| Signed by (Advisor): | |
|-----------------------------|--|

| | |
|--|--|
| Approved by (Major Head of Department): | |
| *Comment(s) | |
| | |



Photo

(REQUIRED)

**School of Education
Office of Clinical Experiences and Student Services**

Application for Graduate Internship, p.2

Please check applicable program:

| | | | | | |
|------------------|--------------------------|---------------------------|--------------------------|----------------|-------------------------------------|
| MA DEGREE | <input type="checkbox"/> | CERTIFICATION ONLY | <input type="checkbox"/> | Pre-ECE | <input checked="" type="checkbox"/> |
|------------------|--------------------------|---------------------------|--------------------------|----------------|-------------------------------------|

| SECTION I--Personal Data | | | | |
|---|--------|--------|----------------|------------|
| Date of Birth: (MM/DD/YY) | | Gender | | Ethnicity |
| Applicant's Name: (Please Type) | Last | | First | Middle |
| | | | | Student ID |
| Address: (Local) | Street | | City | State |
| | | | | Zip Code |
| Telephone: (Local) | (Home) | (Work) | (Cellular) | Email |
| | | | | |
| Address: (Permanent) | Street | | City | State |
| | | | | Zip Code |
| Telephone: (Permanent) | (Home) | (Work) | (Cellular) | Email |
| | | | | |
| Emergency Contact: (Local-other than where you reside) | | | (Relationship) | (Phone) |
| SECTION II - - Education History | | | | |

| | | | | |
|---|--------------------|--------------------------|------------------|--------------------------|
| Name of College attended other than NSU: | | | | |
| Degree Received (BA, BS etc., and DISCIPLINE) | | | Graduation Date: | |
| ~Norfolk State University Information~ | | | | |
| Advisor: | | | | |
| Major: | | | Emphasis: | Graduation Date: |
| Special Education: | General Curriculum | <input type="checkbox"/> | Adapted | <input type="checkbox"/> |
| Date Admitted to Teacher Education: (MM/DD/YY): | | | | |
| PRAXIS core Test Score: | | | SLLA Test score: | |

| SECTION III - - Teaching Related Experience (other than ECSE) | | | | |
|---|--------------------------|--------|--|-----------------|
| Teacher Assistant | <input type="checkbox"/> | School | | How many years? |
| Substitute Teacher | <input type="checkbox"/> | School | | How many years? |

| SECTION IV - - Teaching Status | | | | |
|---|--------------|--|-------------------------------|-----------------------------|
| Do you have at least one year experience as a contracted teacher? | | | *YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If "YES", complete this row for all experiences. | School Name: | | City: | Beginning Year? |

***Required for Administration and Supervision Programs Only**

APPLICATION MATRIX

Fill – in UED 793 and UED 794 on the row of the level you are requesting.

| | | | | | |
|--|--------------------------|------------------|---|--|--|
| <p>380–Hour (Course Embedded & Cumulative) Internship Experience Required by Program Verify the Internship Experiences completed previously with the Instructor’s signature. Hours as listed are to be distributed among the five levels listed and ensure that diverse settings among urban and non urban environments as well as diverse and less diverse environments are included. Complete the chart below with the appropriate information (<u>level, hours, & courses as you completed them</u>) selected from the choices in each column.</p> | | | | | |
| <p>Hours: Indicate total number of hours completed at each level. <u>Place UED793 and 794 and the no. of hours you are requesting next to the appropriate level.</u></p> | | | | | |
| <p>Courses: indicate either UED 617, UED 630, UED 671, UED 670, UED 793, UED794, or other courses</p> | | | | | |
| <p>Indicate Urban or Non-urban type setting for location of the venue.</p> | | | | | |
| <p>Indicate Diverse or Less-diverse environment for the field experience.</p> | | | | | |
| | | | | | |
| Levels and required settings: | Hours total = 200 | Course(s) | Urban/Non-urban (at least two settings each) | Diverse/Less-diverse (ethnic/socio economic/academic)(at least two environments each) | Instructor’s signature to verify hours completed: |
| Elementary School | | | | | |
| Middle School | | | | | |
| High School | | | | | |
| Either level above or other level | | | | | |
| Central Office- indicate the dept. requested: | 80 | UED 793 | | | |
| Agency | | | | | |

Candidate’s Name _____ signature _____ Date _____

Advisor’s Name _____ signature _____ Date _____



**NORFOLK STATE
UNIVERSITY**

School of Education

**Office of Clinical Experiences and Student Services
Application for Internship continued**

SECTION IV - - Describe your philosophy of education leadership/teaching.

| |
|---|
| SECTION V -- Placement Request Information (COMPLETE EACH BLOCK IN THIS SECTION) |
|---|

| | | | | | |
|--|-------------------------|--|---|--|--|
| * Note - In order to meet the diversity requirement for experiences, you may select two different school divisions for your placements. | | | | | |
| * School Division: | (1st Experience) | | (2nd Experience) | | |
| Grade level/subjects requested | | | Grade level/subjects | | |
| No. of hours you will intern per week | | | No. of hours per week | | |
| <u>Department Head/designee's signature to indicate approval of selected clinical practice locations, levels, & hours.</u> | | | | | |
| ** Do you have a need for any special requests? | | | If YES, attach a letter or explanation supporting the request. | | |



School Education

**Office of Clinical Experiences and Student Services
Application Placement Request - Initial Contact Information**

Complete this form if your request is for a school division other than one of the seven Hampton Roads cities or for an Agency. Intern candidate should make an initial contact to determine if the school division, administrator, or agency will allow the internship.

“The educator as a competent, cooperative, compassionate, and committed leader.”

| | | | | |
|------------------------------------|-----------|------------|--------|--|
| Applicant’s Name: (Please Type) | | | | |
| | Last Name | First Name | Middle | |

| | | | | |
|----------|--------|------|-------|----------|
| Address: | | | | |
| | Street | City | State | Zip Code |

| | | | |
|-----------|--------|------------|-------|
| Telephone | | | |
| | (Home) | (Cellular) | Email |

This is to confirm that _____
Intern’s Name
Will be permitted to complete his/her Graduate Internship at

(Name of Site) _____ Site Telephone # _____

(Street) _____ (City) _____ State _____ (Zip Code) _____
Person to contact: _____ email: _____

To satisfy requirements (____CLOCK HOURS) for the Graduate Intern Program.

Director or Principal of Practicum Site

 Mentor/Advisor’s Signature

 University Supervisor’s Signature

 Date



**NORFOLK STATE
UNIVERSITY**

School of Education

Office of Clinical Experiences and Student Services

Application - Tuberculosis Test

| | |
|---|---|
| Last Name _____ MI _____ | First Name _____ SSN _____ ____ / ____ / ____ |
| <input type="checkbox"/> Male <input type="checkbox"/> Female Age _____ DOB (MM/DD/YY) _____ Race _____ | |
| Street Address, City, State & Zip _____ Telephone: <i>Home:</i> _____ <i>Work:</i> _____ <i>Cellular Phone:</i> _____ <i>email:</i> _____ | |

Requested for (please check one) Fall _____ Spring _____ Year _____

On the basis of chest X-ray, test, and/or examinations, I hereby certify that the student identified at the top of this page is diagnosed to be free of communicable tuberculosis as of the date below.

I am a licensed physician in _____ (State or District), United States of America

Date: _____ Signed: _____

Address: _____

Telephone: ____ (____) _____

Virginia State Law requires the education candidate to return this TB Certification to the Office of Clinical Experiences and Student Services prior to the field experience. The test is to be effective through the entire field experience.

Appendix B
Mental Health Counseling Forms

Counselor Education
 Mental Health Counseling Program
Forms Checklist for Student File

Practicum _____

Internship _____

Fall _____

Spring _____

Student: _____

Beginning Date: _____

Individual University Supervisor: _____

Date & Time of Site Visit _____

| Date Added | Form Included in this file |
|------------|---|
| | Application for Supervised Practicum/Internship |
| | Site Supervision Agreement |
| | University Supervisor Agreement |
| | Consent to Participate in Recorded Supervised Counseling |
| | Verbatim Transcript x2 for individual supervision |
| | Counseling Skills and Techniques Competency Scale x 4 (required: initial, midpoint 1, midpoint 2, end. Minimum 2 per class) |
| | Case Conceptualization x 2 (collected by Group Supervisor) |
| | Hours Logs |
| | Supervision Attendance Logs |
| Ongoing | Supervision Notes |
| | Site Supervisor Evaluation of Intern |
| | University Supervisor Evaluation of Counseling Student |
| | Group Grading Rubric |
| | Evaluation of Practicum/Internship Site Supervisor (online: https://periwinkle.ts.odu.edu/surveys/V7QTNY/) |
| | Student Evaluation of Site |
| | Student Evaluation of University Supervisor |
| | Counseling Program Evaluation for Internship (complete online - date completed) |
| | Portfolio Graded & Feedback Provided (A copy of the written feedback should be included – school interns only) |

❖ **All forms MUST be in student file by the last day of the semester or the student will receive an incomplete.** Please be sure to get all signatures on appropriate forms!

Norfolk State University Counselor Education Program
Practicum/Internship Site Supervision Agreement

A. Student Information

Name: _____ Phone: _____

Address: _____

E-mail: _____

B. Site Information

Name: _____ Phone: _____

Address: _____

Populations served: _____

C. Length of agreement

Practicum/Internship Duration:

Beginning date _____ Ending date _____

Hours per week: _____ Days of Week: _____

_____ (student initials) I have verified with my site supervisor that I am agreeing to complete my internship in the time-frame provided.

D. Supervisor Information

Name: _____ Title: _____

E-mail: _____ Phone: _____

Licensure/Certifications Attained: Licensed Professional School Counselor LPC

LMFT NCSC LCSW LSATP Licensed Psychologist RN

LCAS CSW CSAC Licensed Psychiatrist

Other _____ (year attained _____)

State where licensure/certification is granted _____

Degrees Held (Master's in Counseling or related field required; Doctorate preferred)

(Please list degrees and conferring university)

Employment history (please give last 2 employers)

Experience providing counselor supervision and/or training for providing supervision

E. Practicum Recording Requirements

Students are required to record (video recording is preferred) some of their sessions with the client's permission obtained through a signed consent form. Students are required to submit a minimum of one recording per week for review with their university supervisor.

F. Responsibilities of Supervisor and Practicum Student

Supervisor Responsibilities:

- Provide a minimum of one (1) hour of weekly individual or group supervision
- Review Practicum Handbook; understand student requirements & responsibilities.
- Assist the student with the planning of the practicum experience
- Meet with University Supervisor at least once per semester. Maintain contact with the student's university supervisor to communicate the student's progress and to express any concerns that may arise
- Evaluate the student

Practicum student's responsibilities:

- Adhere to the policies and procedures of the site
- Represent themselves and the university in a professional manner
- Follow the American Counseling Association's and/or American School Counselor Association's Ethical Guidelines
- Complete self-evaluations for counseling skills and review of recorded sessions.
- Evaluate the university & site supervisors (mid & end of each semester)

G. Signatures

Site Supervisor _____ **Date** _____

Student _____ **Date** _____

Norfolk State University Counselor Education Program

Counseling Skills and Techniques Competency Scale

Student Name _____

Supervisor Name _____

Initial Review Date: _____ 2nd Review Date _____ 3rd Review Date _____ Final Review Date _____

This scale is for (check one) Practicum _____ Internship _____

The following are basic counseling/therapy skills, grouped around basic criteria: I. Counseling Process, II. Empathy skills, III. Behavioral Elements, IV. Counselor Dynamics, V. Advanced Skills, and VI. Professionalism.

1- Skill needs improvement

2-Skill usage is appropriate for level

3- Skill is an area of strength

I. COUNSELING PROCESS: These are the skills that move the counseling process toward the goals of counseling/therapy.

- | | |
|----------|--|
| A. _____ | Identifies the central issue(s): names the important concern(s) of the client |
| B. _____ | Identifies the core affect: names the central feelings(s) experienced by the client |
| C. _____ | Explores and Tracks: the counselor stays with the client cognitively and affectively |

II. BASIC COUNSELING SKILLS

- _____ 1. **Encouragers:** counselor uses “mmmh, oh, yes” to communicate to the client that the counselor is listening— without interrupting the client’s train of thought or discourse.
- _____ 2. **Key words:** counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
- _____ 3. **Restatement:** the counselor conveys to the client that he/she has heard the content of client’s previous statements by restating in exact or near exact words, what the client has just verbalized.
- _____ 4. **Paraphrasing/Reflection:** from statements and non-verbal cues, the counselor accurately describes the client’s issues, affect, and behavior: a) Content b) Feelings c) Process d) Non-verbals
- _____ 5. **Summarizing:** the counselor combines two or more of the client’s cognitions, feelings, and/or behaviors into a general statement.
- _____ 6. **Immediacy:** the counselor addresses the client’s behavior in the “here and now.”
- _____ 7. **Accurate Empathy:** the counselor demonstrates they are able to understand the client’s frame of reference; counselor responses are roughly interchangeable with those of the client.
- _____ 8. **Verbosity:** the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the counseling session.
- _____ 9. Recognizes client's strengths.
- _____ 10. **Advanced Empathy:** the counselor’s responses add to the expression of the client in such a way as to express feelings at a level deeper than the client is able to express for himself/herself.

III. BEHAVIORAL ELEMENTS

- _____ 1. Physical Presence: the counselor's body posture, facial expressions, and gestures are natural and congruent with those of the clients.
- _____ 2. Activity Level: the counselor maintains a level of activity appropriate to the client's activity level. Non-Verbals: a) the counselor's physical movements are appropriate to the client's activity level during the counseling session, b) Voice: the counselor's tone of voice and rate of speech are appropriate to the client's present state and/or counseling session.

IV. COUNSELOR DYNAMICS

- _____ 1 Non-Defensive: the counselor gives and receives feedback interactively with clients, peers, and supervisors in an appropriate, professional manner.
- _____ 2. Objectivity: the counselor has sufficient control over his/her own feelings and values so that the counselor's personal issues do not control the counseling session.
- _____ 3. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
- _____ 4. Genuineness: the counselor's responses are sincere.
- _____ 5. Respect for Cultural Needs: shows appreciation for cultural &/or spiritual concerns.
- _____ 6. Probes/Questions: the counselor's statements result in the client providing additional information about his/her cognitions, behaviors, and/or feelings: a.) Clarification, b.) Open Ended Question, c.) Close Ended Question
- _____ 7. Challenges include noticing discrepancies and confronting clients as appropriate

The following criteria (Advanced Counseling/Therapy Skills) are the counselor functions carried out with clients to facilitate positive movement toward clients' goals—from the beginning of counseling to the stage of counseling in which the goals are acted upon. These are advanced counseling skills that will need to be **demonstrated in Internship**.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____ 1. Writes and verbally expresses clearly the initial statement of problem(s)/issues, and the presenting goals, expressed by the client.
- _____ 2. Identifies the client obstacles [in thinking, feeling, and behavior] to change.
- _____ 3. Helps the client explore the context of his/her experience, for example, when does the block occur, what have you tried, and how has that worked?
- _____ 4. With the client explores options and focuses on realistic possibilities.
- _____ 5. Validates positives, identifies strengths and resources.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____ 1. Arrives on time to supervision. Notifies supervisor in a timely manner about any challenges with attendance. Keeps supervisor updated with regard to circumstances that affect supervision attendance.
- _____ 2. Actively participates in individual or group supervision. Is prepared with recordings of sessions and analysis of sessions other than those required.
- _____ 3. Dresses professionally with clients.
- _____ 4. Is open to feedback and demonstrates willingness to implement in counseling sessions.
- _____ 5. Maintains relevant client case notes. Demonstrates understanding of documenting counseling sessions relevant to site requirements.

GOALS FOR CONTINUOUS IMPROVEMENT:

Select 1-3 skills that you will focus on through the next evaluation period. For each write your plan for improving the skill, using the back of this form if you need more space.

Site Supervisor Signature _____

Date _____

Student Signature _____

Date _____

Skill 1 _____

Skill 2 _____

Skill 3 _____

University Supervisor Evaluation of Practicum/Internship Student

Student's Name: _____ Supervisor's Name: _____

Supervisor: Please read and answer each question as it applies to the counseling student. Please feel free to attach additional comments on the back of these pages or on a separate sheet. Please provide as much information as possible/applicable.

1. Please explain the counseling student's strengths in regard to counseling skills observed.

2. Please explain the counseling student's areas for growth in regard to counseling skills observed.

3. Please explain the student's receptivity to feedback during your supervision experiences.

4. Does this student utilize feedback given and supervision in an appropriate fashion? If no, please explain.

5. Does the student show an ability and willingness to adhere to program policies/procedures? (For example, did the student turn in tapes and meet for supervision regularly?) If no, please explain.

6. Please feel free to add any additional comments about the student that you think pertinent in order to assign an appropriate grade for practicum/internship.

7. Please provide an overall rating of this student's skill level as a counselor using the _____ scale of 1-4 below.

| | | | |
|--|-----------------|-----------------------|-------------------------------|
| Unsatisfactory (below standard) | Emerging | Meets Standard | Target (exemplary) |
| 1 | 2 | 3 | 4 |

University Supervisor Signature

Date

Student Signature

Date



Norfolk State University
Mental Health Counseling Program
Site Supervisor Evaluation of Intern

Site Name: _____

Site Supervisor Name: _____

Student Name: _____ Date: _____

Dates of Placement: FROM ____ (M) ____ (D) ____ (Y) TO ____ (M) ____ (D) ____ (Y)

Please rate this student's performance as you have observed it this past semester on a scale of 1-5 as described below. Your responses will be carefully considered when assigning a grade for the internship experience.

1 - Poor 2 - Fair 3 - Good 4 - Very Good 5- Superior

Site Professionalism

- 1. Became familiar with department or agency function and procedures _____
- 2. Reported to work and scheduled meetings on time _____
- 3. Followed directions and completed assigned tasks on time _____
- 4. Dressed professionally and followed site codes for personal appearance _____
- 5. Showed motivation and initiative at site _____
- 6. Worked well with others in organization _____

Supervision

- 7. Receptive to constructive criticism _____
- 8. Actively sought help and consultation _____
- 9. Demonstrated self-awareness of strengths and weaknesses _____
- 10. Demonstrated an awareness of ethical issues _____

EVALUATION OF PRACTICUM/INTERNSHIP SITE SUPERVISOR

Practicum _____

Internship _____

Fall _____

Spring _____

Name of Student _____

Name of Field Supervisor _____

Place of Practicum/Internship _____

Please describe your reaction to each of the following statements in terms of this scale.

Unacceptable Poor Acceptable Good Very Good Excellent
1 2 3 4 5 6

- | | <u>Rating</u> |
|---|---------------|
| 1) Rate your supervisor's consistency in having regularly scheduled supervisory meetings. | _____ |
| 2) Rate your supervisor's ability to offer you guidance during the early phase of your internship | _____ |
| 3) Rate how comfortable you felt with your supervisor in exploring personal issues that were related to professional issues (e.g. countertransference, ability to relate to staff, etc.). | _____ |
| 4) Rate how comfortable you felt with your supervisor in discussing professional issues. | _____ |
| 5) Rate your supervisor's ability to offer you support during your internship. | _____ |
| 6) Rate your supervisor's ability to communicate ideas effectively. | _____ |
| 7) Rate how much you feel you have learned from supervision. | _____ |
| 8) Rate the overall effectiveness of your supervisor. | _____ |

Comments:

**Norfolk State University Urban Education Program
STUDENT EVALUATION OF UNIVERSITY SUPERVISOR**

Name of Supervisee _____ Name of University Supervisor _____

Semester: Fall 20 _____ Spring 20 _____ Summer 20 _____

Using the scale below, please provide a rating to each of the statements.

Strongly Disagree Agree Strongly Agree
1 2 3 4 5

| | | <u>Rating</u> |
|---|---|---------------|
| 1 | Treats supervisee with respect, acceptance and patience. | |
| | Comments: | |
| 2 | Supports supervisee in feeling at ease with the supervision process. | |
| | Comments: | |
| 3 | Provides supervisee with useful feedback regarding supervisee's behavior. | |
| | Comments: | |
| 4 | Assist supervisee with focusing on new counseling strategies useful with clients. | |
| | Comments: | |
| 5 | Allows supervisee to brainstorm solutions, responses, skills & techniques that would be beneficial in future counseling sessions. | |
| | Comments: | |
| 6 | Motivates supervisee to assess own counseling behavior. | |
| | Comments: | |
| 7 | Provides supervisee with opportunities to discuss personal issues related to sessions with clients. | |
| | Comments: | |
| 8 | Conveys supervision competence. | |
| | Comments about what has been learned in supervision thus far: | |
| 9 | Guides supervisee to develop increased skill in critiquing & gaining insight from counseling sessions. | |
| | Comments: | |

Norfolk State University Urban Education Program Sample Practicum/Internship Hours Log

Semester: Fall 20__20__ Spring 20____ Summer 20_____

Student's Name: _____ Site Supervisor: _____

Document direct and indirect hours. Direct hours include time spent face-to-face with clients (individual & group) in counseling, psychoeducation, testing, case management, consultation, or other direct services to clients. Indirect hours include counseling-related tasks, research on client issues, documentation, tape review, supervision (individual & group), and other agency duties.

| Date of Task | Brief Description of Task | # of Indirect Hours | # of Direct Hours |
|------------------------------------|---|---------------------|-------------------|
| 9.12.2020 | Client Assessment-used Myers Briggs | | 4 |
| 9.12.2020 | Wrote assessment results on client | 2 | |
| 9.14.2020 | Client sessions-CBT techniques, DBT techniques, | | 3 |
| 9.15.2020 | Observing supervisor with client | | 1 |
| 9.16.2020 | Reviewing files for Medicaid | 6 | |
| 9.17.2020 | Observed Group AA meeting and discussions afterward with individuals | | 2 |
| 9.17.2020 | Research on group dynamics of AA and NA meetings | 3 | |
| 9.18.2020 | Initial session with new client Session with client concerning academic issues | | 2 |
| 9.18.2020 | SOAP Notes and appointment calls with clients who missed sessions today | 2 | 1 |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Hours for this Period | | 11 | 13 |
| Cumulative Hours | | 41 | 53 |

Total supervision hours for semester: Site _____ Group _____ University/Individual _____

Your site supervisor

Signature: Site Supervisor Date

Student Real Signature

Signature: Student Date



Norfolk State University
Mental Health Counseling Program
Consent to Participate in Recorded Counselor Supervision

Purpose and Use of Recordings

This recording will be used for teaching supervision. It will also be used for consulting with another supervisor to further the training of this supervisor.

Confidentiality

The students and supervisors reviewing this recording are ethically bound to respect the confidentiality of the supervisee and any information shared in this recording. Thank you for your cooperation.

By signing this document, the supervisor agrees to use the recording only in the manner described above.

University Supervisor Signature

Date

By signing this consent, the supervisee agrees to participate in the recording of supervisory sessions.

Student Signature

Date

Counselor Education
Mental Health Counseling Program
Verbatim Transcript Form

Counselor Name _____ Core Content _____ Date _____

Session# _____ Tape Side/Track# _____ Core Affect _____

| Summary of Client statements | Verbatim Counselor Response | Alternate Response | Self-Awareness |
|------------------------------|-----------------------------|--------------------|----------------|
| | | | |

Counselor Education
Mental Health Counseling Program
Sample Case Presentation Outline

Counselor Name: _____
Number of Sessions to Date: _____

Date of Presentation: _____

Presenting Concerns & Specific Problems

Concurrent Problems

(Treatments & Services Received)

Background History & Stressors

(Current, Developmental, & Ecological)

Strengths

(Protective Factors & Signs of Resilience)

Interfering Factors or Barriers

(individual, familial, ecological, administrative)

Ways to Address Barriers

Recommendations

(treatment & plans for follow-up evaluation)

Appendix C

School Counseling Forms



**School of Education
Counselor Education
Site Supervision Agreement for Internship in School Counseling**

1. INTERN'S INFORMATION

| | | |
|-------------------------|-------------------------|------------|
| Intern's Name: | Phone Number: | NSU Email: |
| Emergency Contact Name: | Emergency Phone Number: | Course: |
| University Supervisor: | | |

2. SITE SUPERVISOR'S INFORMATION

| |
|----------------------------------|
| Supervisor's Name: |
| Email Address: |
| School: |
| School Address: |
| School and Office Phone Numbers: |

3. SCHOOL AND INTERN SCHEDULES

| |
|-------------------------|
| School hours: |
| School Counselor hours: |
| Internship hours: |

Responsibilities of On-Site Supervisor and Internship Student

The supervisor agrees to:

- Ensure student receives orientation to the facility and has access to site policies and procedures.

- Provide a minimum of one (1) hour of weekly individual/triadic supervision for practicum/internship students
- Assist the student with the planning of the internship experience to include minimum hours and types of experiences delineated on the Internship Plan.
- Meet with student's University Supervisor once during the semester and maintain contact with the student's university supervisor(s) to communicate the student's progress and any concerns.
- Complete the university's evaluation form concerning the student's counseling performance.

Student agrees to:

- Provide site supervisor with information on NSU program requirements.
- MEET WEEKLY WITH SUPERVISORS (site and university).
- Facilitate communication among supervisors.
- Learn and adhere to the policies and procedures of the site, including procedures for crisis interventions.
- Represent self and the university in a professional manner.
- Follow the American Counseling Association's and the American School Counselor Association's Ethical Code, as appropriate.
- Consult immediately with site supervisor or available licensed representative when client may be at risk for harm to self or others.

4. Length of agreement

| | |
|-----------------|----------------|
| Start date: | End date: |
| Hours per week: | Days per week: |

5. Signatures

This document serves as a contract between the site and the student. Signatures indicate agreement on the above requirements and responsibilities.

Site Supervisor _____ Date _____

Student _____ Date _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Weekly Internship Hours | | | |
| Total Weekly Site Supervision Hours | | | |

| <u>Direct Services</u> face-to-face | <u>Direct Services</u> face-to-face | <u>Indirect Services</u> | <u>Indirect Services</u> |
|--|--|----------------------------|---------------------------|
| Individual Counseling | Assessment/Evaluation | Planning/Program Designing | Conferences and Workshops |
| Group Counseling | Consultation/Collaboration | Record Keeping | Observations |
| Classroom Guidance | Parent/Teacher Conferences | Test Coordination | Faculty/Staff Meeting |
| Assessment/Evaluation | Other | Supervision | Other |

Intern's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

Computing Time

- 15 minutes = .25 hours
- 30 minutes = 0.5 hours
- 45 minutes = 0.75 hours
- 1 hour = 1.0 hours
- 1 hour 30 minutes = 1.5 hours
- 2 hours = 2.0 hours
- 2 hours 30 minutes = 2.5 hours

INTERN: Exceptional Counselor

LOG # 1

PAGE 1 OF 2

**School of Education
Counselor Education
School Counseling Internship Time Log**



SAMPLE LOG

| Date | Description of School Counseling Activity or Site Supervision | Direct Hours | Indirect Hours |
|-------------|---|---------------------|-----------------------|
| 01/07/2020 | Site Supervisor Orientation (reviewed documents, introduced to staff) | | 1.5 |
| | Read student handbook, planned bulletin board | | 1.0 |
| | Attended grade level meeting | | 0.5 |
| | Reviewed student handbook | | 1.5 |
| | Parent teacher conference for new student | 0.5 | |
| | Reviewed schedules for students | | 1.0 |
| | Program Planning – reviewed school counseling curriculum | | 0.5 |
| | | | |
| 01/08/2020 | Faculty meeting | | 0.5 |
| | Preparations for open hours | | 3.0 |
| | Parent/Student/Teacher Conferences (3 new students) | 1.5 | |
| | Preparations for open house | | 1.0 |
| | Supervision debriefing of conferences | | 0.5 |
| | Supervisory Seminar | | 2.0 |

| | | |
|-------------------------------------|-----------------|-----------------|
| Total Internship Hours | 2.0 hrs. | 13 hrs. |
| Total Site Supervision Hours | | 0.5 hrs. |

| <u>Direct Services</u> face-to-face | <u>Direct Services</u> face-to-face | <u>Indirect Services</u> | <u>Indirect Services</u> |
|--|--|----------------------------|---------------------------|
| Individual Counseling | Assessment/Evaluation | Planning/Program Designing | Conferences and Workshops |
| Group Counseling | Consultation/Collaboration | Record Keeping | Observations |
| Classroom Guidance | Parent/Teacher Conferences | Test Coordination | Faculty/Staff Meeting |
| Assessment/Evaluation | Other | Supervision | |

Intern's
Signature

Student's Signature _____

Date _____

Site Supervisor's Signature _____

Date _____

Computing Time

15 minutes = .25 hours 1 hour = 1.0 hours 2 hours 30 minutes = 2.5 hours
 30 minutes = 0.5 hours 1 hour 30 minutes = 1.5 hours
 45 minutes = 0.75 hours 2 hours = 2.0 hours



School of Education

Counselor Education

School Counseling Internship Supervision Weekly Log

Intern's Name

School

| | |
|---|---|
| <i>Date of Supervision:</i> | <i>Length of Time:</i> |
| Brief Description of Supervision Experience | Intern's Reflection/Response What did you learn from the supervision session? How will you use the information for self-improvement? |
| Counseling Skills/Information Reviewed | |
| Area identified or Improvement | |

Professional School Counselor Education Program
School Counseling Internship Interim Evaluation

Intern's Name: _____ Date: _____

On-Site Supervisor: _____

Site: _____

School Division: _____

This form was designed to help the site supervisor provide feedback about the performance of the intern in this period of the internship experience. Site supervisors are encouraged to review this assessment with the intern prior to submitting it to the university supervisor.

1. Please comment on the intern's professionalism. Please include information about attendance, reliability, ability to work cooperatively and collaboratively with you and others, and ethical awareness and conduct.

2. Please comment on the intern's demonstration of a broad and accurate knowledge of the duties and responsibilities of a School Counselor.

3. What would you identify as this intern's strength(s)?

4. What would you identify as the most important area(s) in which this intern needs to improve?

5. Please give three (3) dates and times this intern may be observed. Please send this document electronically to the University Supervisor.

Site Supervisor

Date

Norfolk State University
Professional School Counseling Program

On-Site Supervisor and University Supervisor's Final Intern Evaluation

Evaluation: Please evaluate this intern on each item below using the following scale:

| 5=Target | 3=Acceptable | 1=Unacceptable | | | |
|--|--------------|----------------|---|---|---|
| | | Not Observed | 1 | 3 | 5 |
| Demonstrates knowledge and appropriate use of theories and counseling skills in individual counseling sessions. VDOE 8VAC20-542-560.5a and 8a; ASCA III-B-3d | | | | | |
| Demonstrates knowledge and appropriate practices to facilitate small group counseling sessions. VDOE 8VAC20-542-560.5a and 8a; ASCA III-B-3d | | | | | |
| Demonstrates knowledge and effective use of methods for helping students monitor academic achievement and/or personal/social development. VDOE 8VAC20-542-560.4 and 5; ASCA III-B-2g | | | | | |
| Demonstrates knowledge career development and the world of work and effective use of methods for implementing a career education program. VDOE 8VAC20-542-560.7b; ASCA III-B-2d, e, and f | | | | | |
| Utilizes school data effectively to identify and assist individual students and establish goals. VDOE 8VAC20-542-560.8; ASCA IV-B-3d, f | | | | | |
| Identifies and utilizes effective data-collection strategies to gather process, perception, and outcome data related to implemented strategies and interventions. VDOE 8VAC20-542-560.8; ASCA IV-B-6f | | | | | |
| Exhibits an understanding of effective classroom management and instructional delivery approaches for a diverse student population during classroom guidance lessons. VDOE 8VAC20-542-560.2 and 7a; ASCA III-B-1c, d | | | | | |
| Classroom guidance lessons reflect an understanding of multicultural and pluralistic trends. VDOE 8VAC20-542-560.2 and 7a; ASCA III-B-1c, d | | | | | |
| Collaborates with teachers, parents, administrators, and other stakeholders to promote academic achievement and personal/social and career development. VDOE 8VAC20-542-560.1; ASCA I-A-6, I-B-4 | | | | | |

| 5=Target | | 3=Acceptable | | 1=Unacceptable | |
|---|-------------------|----------------------------|---|----------------|---|
| | | Not Observed | 1 | 3 | 5 |
| Demonstrates the ability to develop relationships with students through an understanding of human growth and development and social and cultural foundations. VDOE 8VAC20-542-560.2 and 3; ASCA I-A-8 | | | | | |
| Applies effective skills and techniques in a consultation approach. VDOE 8VAC20-542-560.7d; ASCA I-A-6, III-B-3j | | | | | |
| Demonstrates knowledge of and an ability to effectively apply legal aspects along with ethical principles and standards. VDOE 8VAC20-542-560.3 and 9; ASCA I-A-7 and 8; II-B-4 | | | | | |
| Utilizes the skills for program planning effectively through collaboration with the school counseling department staff VDOE 8VAC20-542-560.7b; ASCA I-A-6, I-B-4 | | | | | |
| Candidate displays a professional identity effectively: Punctuality, professional dress, professional demeanor, leadership NCATE 1: Dispositions | | | | | |
| Comments: Please reflect on the Intern's performance throughout the entire internship experience. Highlight strengths and areas in need of improvement as they have been assessed in this document. | | | | | |
| | | | | | |
| SCORE: | /70 points | Performance Rating: | | | |

The candidate's overall performance rating is

Target (70-60 points)

Acceptable (59-50 points)

Unacceptable (49 points or less)

Intern's Signature

On-Site Supervisor's Signature

Date

Date

GRADUATE INTERNSHIP

**Urban Education: School Counseling PreK-12
School of Education
Norfolk State University**

CERTIFICATE OF COMPLETION

I certify that _____, a School Counseling intern from Norfolk State University, has satisfactorily fulfilled all internship requirements delineated in the Internship Plan previously approved, inclusive of _____ clock hours of School Counseling experiences at _____.

Name of School

On-Site Supervisor's Signature: _____

Date: _____

Intern's Signature: _____

Date: _____

Professor's Signature: _____

Date: _____

Intern's Mailing Address: _____

Telephone Number: _____

Alternate Email Address: _____

EVALUATION OF PRACTICUM/INTERNSHIP SITE SUPERVISOR

Practicum _____

Internship _____

Fall _____

Spring _____

Name of Student _____

Name of Field Supervisor _____

Place of Practicum/Internship _____

Please describe your reaction to each of the following statements in terms of this scale.

| Unacceptable | Poor | Acceptable | Good | Very Good | Excellent | |
|---|-------------|-------------------|-------------|------------------|------------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 | <u>Rating</u> |
| 1) Rate your supervisor's consistency in having regularly scheduled supervisory meetings. | | | | | | _____ |
| 2) Rate your supervisor's ability to offer you guidance during the early phase of your internship | | | | | | _____ |
| 3) Rate how comfortable you felt with your supervisor in exploring personal issues that were related to professional issues (e.g. countertransference, ability to relate to staff, etc.). | | | | | | _____ |
| 4) Rate how comfortable you felt with your supervisor in discussing professional issues. | | | | | | _____ |
| 5) Rate your supervisor's ability to offer you support during your internship. | | | | | | _____ |
| 6) Rate your supervisor's ability to communicate ideas effectively. | | | | | | _____ |
| 7) Rate how much you feel you have learned from supervision. | | | | | | _____ |
| 8) Rate the overall effectiveness of your supervisor. | | | | | | _____ |

Comments:

Individual Counseling: Observation Form

Name of Intern: _____ Date: _____

Name of Observer: _____ Observer Signature: _____

| Counseling Skills | Observation Comments |
|--|----------------------|
| Attending Behavior | |
| Eye contact displayed attentiveness to student. | |
| Appropriate use of attentive silence. | |
| Rate of speech was appropriate. | |
| Tone of voice was appropriate. | |
| Conveyed warmth and demonstrated positive regard. | |
| Application of Counseling Micro Skills | |
| Appropriate use of encouragers (e.g. “can you say more?”, “Go on”, etc.). | |
| Appropriate use of paraphrasing. | |
| Appropriate use of open/closed questioning (not over questioning where it sounds like an | |

| | |
|---|--|
| interview). | |
| Appropriates sue of reflecting feeling. | |
| Appropriate use of reflecting meaning. | |

General comments and use of counseling techniques (including creative counseling techniques, solution-focused techniques, etc.):

*Adapted from: Loyola University School Counseling Handbook:
file:///C:/Users/Vanessa%20Whitaker/Documents/NSU%20Fall%202019/Loyola%20school-counseling-internship-handbook.pdf*

GROUP COUNSELING OBSERVATION FORM

Intern: _____ Date of Observation: _____

School: _____ Start Time: _____ End Time: _____

Group Information: Grade Level: _____ Number of Students: _____ Session Number: _____

Group Goal/Purpose: _____

Session Objective: _____

The group counseling skills listed below provide a structured process for observing the intern's group facilitation skills. Check the group counseling indicators that were observed in the "O" column and provide summary comments and/or recommendations.

| Standards/Indicators | O |
|--|---|
| Standard I: The group session indicates evidence of appropriate planning and preparation to support an effective session. | |
| Observation supported that group members were appropriately selected and screened for the group. | |
| Articulated the purpose of the group and the activities selected for the session. | |
| Length of session was appropriate for the age of the students. | |
| Activities used were student-centered and appropriate for the age of students. | |
| Established an environment conducive to group counseling. | |
| Standard II: The group process facilitates student growth, development, and goal attainment. | |
| Used developmentally appropriate group counseling techniques to address identified student needs. Specifically, | |
| <ul style="list-style-type: none"> • Welcomed members and described confidentiality and informed consent. | |
| <ul style="list-style-type: none"> • Facilitated initial welcoming group round. | |
| <ul style="list-style-type: none"> • Blocked harmful interpersonal processes. | |
| <ul style="list-style-type: none"> • Facilitated feedback between members. | |
| <ul style="list-style-type: none"> • Implemented creative, theory-based intervention in the group | |
| Group and individual student goals were established to assist with the direction of the group. | |
| Demonstrated evidence of selection, awareness and application of group counseling theory (or theory). | |
| Applied knowledge of group dynamics, psychological theories, and stages of human development and growth (i.e., stages of group formation, student level of cognitive/social development, etc.) | |
| Facilitated student problem identification and resolution. | |
| Standard III: The internship student demonstrates professional conduct that facilitates effective group process. | |
| Led group without dominating | |
| Encouraged group members self-expression, autonomy, and self-direction. | |
| Demonstrated and encouraged mutual respect among group members. | |

| | |
|---|--|
| Used appropriate vocabulary to group members. | |
| Demonstrated appropriate ethical considerations (confidentiality, cross-cultural effectiveness, dual relationships, etc.) | |

SUMMARY COMMENTS AND RECOMMENDATIONS:

Site/University Supervisor

Date of Observation

Form Adapted from Amberton University School Counseling Handbook
<ftp://ftp.amberton.edu/csinfo/Counseling%20Handbooks/School%20Counseling%20Handbook.pdf>

Classroom Observation Form

Name of Intern: _____ Name of Observer: _____

Date of Observation: _____ Time of Observation: _____

Interns must provide the observer with a copy of the lesson plan prior to the observation.

| Components | Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|---|---|
| Created Respectful and Caring Environment | Interactions between counselor and students and among students are negative, characterized by sarcasm, put-downs or conflict | Interactions between counselor and students and among students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between counselor and student and among students, are polite and respectful. Reflecting general warmth and caring and are appropriate to the cultural or developmental differences among students. | Interactions, both between counselor and student and among students are highly polite and respectful. Reflecting general warmth and caring, and are appropriate to the cultural or developmental differences among students. Students themselves ensure high levels of civility among members of the class. |
| Observation Comments | | | | |
| Components | Unsatisfactory | Basic | Proficient | Distinguished |
| Managed Classroom & Student Behavior | Classroom routines or ways of handling transitions smoothly are non-existent or inefficient, resulting in loss of much instructional time. Standards for student conduct is not evident. | Classroom routines or ways of handling transitions are established but applied inconsistently. Code of conduct for student behavior is clear, but inconsistently reinforced. | Classroom routines or ways of handling transitions are established and consistently applied. Code of conduct for student behavior is clear and consistently reinforced. | Classroom routines or ways of handling transitions are established and consistently applied. Code of conduct for student behavior is clear and consistently reinforced. Counselor engages in acting preventatively to engage student interest. |

| | | | | |
|--|---|---|---|--|
| Observation Comments | | | | |
| Components | Unsatisfactory | Basic | Proficient | Distinguished |
| Possesses a Broad Knowledge of Content | Counselor does not possess the knowledge related to the content. Content of lesson is very superficial and appears to connect to counselor's beliefs/previously held assumptions. | Counselor possesses some understanding of the content but does not use correct terminology appropriate to the field. | Counselor possesses an understanding of content, using correct terminology appropriate to the field. | Counselor possess a strong understanding of content, using correct terminology appropriate to the field. Research/reputable sources are integrated into the lesson as appropriate. |
| Observation Comments | | | | |
| | Unsatisfactory | Basic | Proficient | Distinguished |
| The focus of the lesson was clearly communicated to students. | Counselor did not directly convey the focus of the lesson. The activities appeared to not have a consistent focus. | The counselor did not directly convey the focus of the lesson. The activities appeared to have some consistent focus. | The counselor conveyed the objective of the lesson clearly. Most of the activities appeared to logically connect back to the objective. | The counselor conveyed the objective of the lesson clearly. All of the activities logically connected back to the objective. |
| Observation Comments | | | | |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|--|
| The lesson addressed needs of the students and activities engaged students in critical thinking. | Students appeared to know the information before the lesson and/or was not developmentally appropriate. The lesson content did not engage students in critical thinking. | Standards appeared to know the information before the lesson presentation. Lesson did have some application focus, which gave students some time to engage in critical thinking, but students were not given enough time to apply or think critically. | Students appeared to be engaged in the lesson and it fit the needs of students. Students were given the ability to apply skills learned. More time was needed for students to reflect and analyze the material. | Students appeared to be engaged in the lesson and it fit the needs of the students. Students were learning new information and given the ability to examine, reflect, and analyze material. |
| Observation Comments | | | | |
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Used assessment in instruction | The counselor sticks to their lesson plan in spite of evidence to suggest that students' lack of understanding or interest in lesson. Counselor fails to respond to student questions and does not have an adequate means for understanding how students are making meaning of the lesson content. | The counselor demonstrates moderate flexibility and responsiveness to student questions, need and interest during a lesson. The counselor has adequate means for understanding how students are making meaning of the lesson and content. | The counselor secures the learning of all students and demonstrates flexibility in adapting lessons to respond to the needs of students. The counselor has adequate means for assessing the understanding students have of the lesson content. | The counselor is highly responsive to the learning of students and demonstrates flexibility in adapting the lesson to respond to the needs of students. The counselor has adequate means for assessing the understanding students have of the lesson content, but does not rush his or her agenda if it does not align with the needs of the students. |
| Observation Comments | | | | |

Additional comments:

Norfolk State University Counselor Education Program Counseling Skills and Techniques Competency Scale

Student Name _____

Supervisor Name _____

Initial Review Date: _____ 2nd Review Date _____ 3rd Review Date _____ Final Review Date _____

This scale is for (check one) Practicum _____ Internship _____

The following are basic counseling/therapy skills, grouped around basic criteria: I. Counseling Process, II. Empathy skills, III. Behavioral Elements, IV. Counselor Dynamics, V. Advanced Skills, and VI. Professionalism.

1- Skill needs improvement

2-Skill usage is appropriate for level

3- Skill is an area of strength

I. COUNSELING PROCESS: These are the skills that move the counseling process toward the goals of counseling/therapy.

- | | |
|----------|--|
| A. _____ | Identifies the central issue(s): names the important concern(s) of the client |
| B. _____ | Identifies the core affect: names the central feelings(s) experienced by the client |
| C. _____ | Explores and Tracks: the counselor stays with the client cognitively and affectively |

II. BASIC COUNSELING SKILLS

- _____ 1. Encouragers: counselor uses “mmmh, oh, yes” to communicate to the client that the counselor is listening— without interrupting the client’s train of thought or discourse.
- _____ 2. Key words: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
- _____ 3. Restatement: the counselor conveys to the client that he/she has heard the content of client’s previous statements by restating in exact or near exact words, what the client has just verbalized.
- _____ 4. Paraphrasing/Reflection: from statements and non-verbal cues, the counselor accurately describes the client’s issues, affect, and behavior: a) Content b) Feelings c) Process d) Non-verbals
- _____ 5. Summarizing: the counselor combines two or more of the client’s cognitions, feelings, and/or behaviors into a general statement.
- _____ 6. Immediacy: the counselor addresses the client’s behavior in the “here and now.”
- _____ 7. Accurate Empathy: the counselor demonstrates they are able to understand the client’s frame of reference; counselor responses are roughly interchangeable with those of the client.
- _____ 8. Verbosity: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the counseling session.
- _____ 9. Recognizes client's strengths.

- _____10. Advanced Empathy: the counselor's responses add to the expression of the client in such a way as to express feelings at a level deeper than the client is able to express for himself/herself.

III. BEHAVIORAL ELEMENTS

- _____1. Physical Presence: the counselor's body posture, facial expressions, and gestures are natural and congruent with those of the clients.
- _____2. Activity Level: the counselor maintains a level of activity appropriate to the client's activity level. Non-Verbals: a) the counselor's physical movements are appropriate to the client's activity level during the counseling session, b) Voice: the counselor's tone of voice and rate of speech are appropriate to the client's present state and/or counseling session.

IV. COUNSELOR DYNAMICS

- _____1 Non-Defensive: the counselor gives and receives feedback interactively with clients, peers, and supervisors in an appropriate, professional manner.
- _____2. Objectivity: the counselor has sufficient control over his/her own feelings and values so that the counselor's personal issues do not control the counseling session.
- _____3. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
- _____4. Genuineness: the counselor's responses are sincere.
- _____5. Respect for Cultural Needs: shows appreciation for cultural &/or spiritual concerns.
- _____6. Probes/Questions: the counselor's statements result in the client providing additional information about his/her cognitions, behaviors, and/or feelings: a.) Clarification, b.) Open Ended Question, c.) Close Ended Question
- _____7. Challenges include noticing discrepancies and confronting clients as appropriate

The following criteria (Advanced Counseling/Therapy Skills) are the counselor functions carried out with clients to facilitate positive movement toward clients' goals—from the beginning of counseling to the stage of counseling in which the goals are acted upon. These are advanced counseling skills that will need to be **demonstrated in Internship**.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____1. Writes and verbally expresses clearly the initial statement of problem(s)/issues, and the presenting goals, expressed by the client.
- _____2. Identifies the client obstacles [in thinking, feeling, and behavior] to change.
- _____3. Helps the client explore the context of his/her experience, for example, when does the block occur, what have you tried, and how has that worked?
- _____4. With the client explores options and focuses on realistic possibilities.
- _____5. Validates positives, identifies strengths and resources.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____1. Arrives on time to supervision. Notifies supervisor in a timely manner about any challenges with attendance. Keeps supervisor updated with regard to circumstances that affect supervision attendance.
- _____2. Actively participates in individual or group supervision. Is prepared with recordings of sessions and analysis of sessions other than those required.
- _____3. Dresses professionally with clients.

- _____4. Is open to feedback and demonstrates willingness to implement in counseling sessions.
- _____5. Maintains relevant client case notes. Demonstrates understanding of documenting counseling sessions relevant to site requirements.

GOALS FOR CONTINUOUS IMPROVEMENT:

Select 1-3 skills that you will focus on through the next evaluation period. For each write your plan for improving the skill, using the back of this form if you need more space.

Site Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Skill 1 _____

Skill 2 _____

Skill 3 _____

Case Presentation Notes

Please complete clinical notes for students you are seeking supervision via taping or case presentation. Add to your notes for any follow up tapings/observations.

1. Presenting issue
 - Reason for parent, student, or teacher to approach you for help (or your reason for approaching parent, student, or teacher).
 - Precipitating events/circumstances that lead to the presenting issue?
 - How long as the issue persisted?
 - Observations of others [parent, teacher, student, or administrator] regarding the persistence of the issue and their concerns.
2. Demographic and Background Information
 - Age, Grade in School, Gender, and Ethnicity/Race
 - Academic History [e.g. grades in school, standardized test scores, academic interests, behavior in class, etc.]
 - Family History [e.g. Description of nuclear family (e.g. number of siblings, guardians, etc.), relationships within family, etc.]
 - Social History [e.g. activities, interests, peer relationships, etc.]
 - Medical/Developmental History [e.g. medical diagnosis, learning disabilities, developmental disabilities [e.g. autism, ADHD, etc.]
3. Conceptualization of Issue
 - Describe your observations or impressions of the client.
 - Identify the counseling theory you are using to understand the presenting issue.
4. What is your view of the issue [etiology]?
 - Using counseling theory, what are the maintaining factors? (ie: what is keeping this behavior going? what is the student trying to accomplish through their behavior?)
 - Identify the common themes that help you make sense of the problematic behavior.
 - Has the student been trying to cope with the problem in some way? If so, how?
 - Using counseling theory, what are the student's barriers to growth and developing adaptive coping skills?
5. State Counseling Goal (s) [should logically link with how you are conceptualizing the issue?]
 - Plans for the next session
 - How do you hope to follow up in subsequent sessions?
 - What issues and concerns do you think worthwhile to explore?
 - What process goals will you try to accomplish?
6. Need for Supervision:

Appendix D

ASCA



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and

the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards :

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

| Learning Strategies | Self-Management Skills | Social Skills |
|--|--|---|
| B-LS 1. Demonstrate critical-thinking skills to make informed decisions | B-SMS 1. Demonstrate ability to assume responsibility | B-SS 1. Use effective oral and written communication skills and listening skills |
| B-LS 2. Demonstrate creativity | B-SMS 2. Demonstrate self-discipline and self-control | B-SS 2. Create positive and supportive relationships with other students |
| B-LS 3. Use time-management, organizational and study skills | B-SMS 3. Demonstrate ability to work independently | B-SS 3. Create relationships with adults that support success |
| B-LS 4. Apply self-motivation and self-direction to learning | B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards | B-SS 4. Demonstrate empathy |
| B-LS 5. Apply media and technology skills | B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals | B-SS 5. Demonstrate ethical decision making and social responsibility |
| B-LS 6. Set high standards of quality | B-SMS 6. Demonstrate ability to overcome barriers to learning | B-SS 6. Use effective collaboration and cooperation skills |
| B-LS 7. Identify long- and short-term academic, career and social/emotional goals | B-SMS 7. Demonstrate effective coping skills when faced with a problem | B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams |
| B-LS 8. Actively engage in challenging coursework | B-SMS 8. Demonstrate the ability to balance school, home and community activities | B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions | B-SMS 9. Demonstrate personal safety skills | B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |

| | | |
|---|--|--|
| <p>B-LS 10. Participate in enrichment and extracurricular activities</p> | <p>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p> | |
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American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students’ academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district’s mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one’s group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were

developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession. The purpose of this document is to:

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

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.
- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - 1) Student identifies partner, or the partner is highly identifiable
 - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify the partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

- l. Convey a student’s highly sensitive information (e.g., a student’s suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district’s school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness.
- b. Provide and advocate for individual students’ preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students’ right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/ or accepting administrative duties in the absence of an administrator.
- d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- c. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- d. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in

nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

- e. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- f. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
- g. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Inform parent/guardian(s) of student participation in a small group.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.
- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).
- j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

- a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this

information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

- b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.
- d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/ guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices. c. Recognize the difficulty in meeting the criteria of sole-possession records.
- c. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- d. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- e. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.

- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession's ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR

ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training. d. Providing opportunities for professional development in current research related to school counseling practice and ethics. e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- d. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.

- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information. g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- g. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- h. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- i. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- j. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- k. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- l. Assist supervisees in obtaining remediation and professional development as necessary.
- m. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

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

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights those rights bestowed onto a person by a given legal system.

Mandatory Reporting the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes place within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship a connection, association or involvement.

Risk Assessment a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/ or evaluates the development of another.

Title IX of the Education Amendments of 1972 a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling by electronic means.

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Recommended Free Training and Resources

<http://www.ncptsd.va.gov/ncmain/index.jsp> The National Center for PTSD, look under “specific information for” and click on mental health providers. Then click on **PTSD 101**. If you are interested in the other trainings that are on-line, take them too.

The Child Trauma Academy. <http://www.childtraumaacademy.com/> Bruce Perry, MD, PhD trauma expert offers free course on-line.

The Amazing Human Brain and the Human Development. Discover the hows and whys of the human brain and gain a better understanding of brain functioning in maltreated children.

Surviving Childhood: An Introduction to the Impact of Trauma. Learn the physiological and psychological aspects of trauma, the effects of this trauma on our society, and how you can help.

The Cost of Caring: Secondary Traumatic Stress and the Impact of Working with High-Risk Children and Families Bonding and Attachment in Maltreated

National Child Advocacy Center. <http://www.nationalcac.org/> Click “for professionals” on the left side bar. Offers 22 free on-line courses related to child abuse. I would like you take this one and any others that interest you, **Child Development 101** - Allison DeFelice, PhD.

Virginia Center for Injury and Violence Prevention.

http://pathwayscourses.samhsa.gov/bully/bully_intro_pg1.htm **ABC’s of Bulling: Addressing, Blocking and Curbing School Aggression.**

<http://training.fema.gov/IS/crslist.asp> IS-100.SCa Introduction to the Incident Command System, **IS-100**, for Schools. Incident command is the model followed by all first responders and disaster response teams and agencies. This is a disaster / crisis course. **IS-700 NIMS** National Information Management System (required of anyone responding to disasters). **IS-362** Multi-hazard Emergency Planning for Schools. These courses give you a nice certificate that you can print to go in your portfolio’s. They are very easy to pass. There are many interesting course, like Special Populations and Disaster response, Community and Animal preparation courses.

Understanding Sex Offenders: An Introductory Curriculum. This free web-based training curriculum is offered by the <http://www.csom.org/train/index.html> This curriculum is designed for professionals who are interested in learning more about sex offender etiology and typology.

i-SAFE America. Learn about **internet safety and become a certified trainer** with the i-SAFE program through a free, online educational training. <http://ilearn.isafe.org/>

NCSPT Workshops: Four self-paced online workshops are available, free of charge. Participants can receive continuing education credits awarded by several professional associations or certificates of completions.

Workshop 1: [Locating, Understanding, and Presenting Youth Suicide Data](#)

Workshop 2: [Planning and Evaluation for Youth Suicide Prevention](#)

Workshop 3: [Youth Suicide Prevention: An Introduction to Gatekeeping](#)

Workshop 4: [The Research Evidence for Suicide as a Preventable Public Health Problem](#)

For more information on NCSPT workshops or to register please go to: <http://training.sprc.org/>.

http://www.vcu.edu/vissta/training/va_teachers/introduction.html CPS reporting training for teachers

<http://www.preventschoolviolence.org/resources.html> Fact Sheet and Position Papers

<http://ojjdp.ncjrs.gov/programs/antigang/> Anti-Gang Site, resources, fact sheets, etc.

SAMHSA'S Bullying Prevention Information For Educators, Administrators, and Guidance Counselors. Links to specially selected tools to help educators and other school personnel reduce and prevent bullying behavior among school children and to improve peer relations at school. Includes printed public service announcements, pamphlets, posters, resource guides, and related online referrals. <http://mentalhealth.samhsa.gov/15plus/educate/>

Stop Bullying Now. The Take a Stand, Lend a Hand, Stop Bullying Now! web site is an initiative of the Health Resource and Services Administration of the U.S. Department of Health and Human Services. <http://www.stopbullyingnow.hrsa.gov/index.asp>

The Virginia Child Protection Newsletter is sponsored by the Virginia Department of Social Services and edited by Joann Grayson at James Madison University. Below are some of the school-related issues. Visit <http://psychweb.cisat.jmu.edu/graysojh/backissues.htm> to view them.

- Bullying in Schools - Volume 75, Winter 2005
- Sexual Abuse by Educators and School Staff - Volume 76, Spring 2006
- Teen Dating Violence How Schools Can Help - Volume 78, Fall 2006

School Safety: Lessons Learned <http://www.dps.state.mn.us/ojp/publications/schoolbrochure.pdf>

Bullying is Not a Fact of Life: What Schools Can Do

<http://download.ncadi.samhsa.gov/ken/pdf/SVP-0052/SVP-0052.pdf>

Center for Disease Control and Prevention (CDC): Suicide Prevention Activities
<http://www.cdc.gov/ncipc/factsheets/suicide-activities.htm>

Suicide Prevention Resource Center (SPRC): <http://www.sprc.org>

The Youth Connection:

<http://www.youthdevelopment.org/download/YouthConnectionBullying.pdf>
[Stop Bullying Now! Campaign Kit](#) Resources for youth, parents and professionals such as DVDs, posters, short videos, tip sheets and more.

Virginia Department of Education SAFE and Drug Free Schools Program
<http://www.doe.virginia.gov/VDOE/newvdoe/div.html>

Virginia Center for School Safety <http://www.dcjs.virginia.gov/vcss/>

VCU Center for School Community Collaboration <http://www.soe.vcu.edu/csc/> coordinates Virginia training on the Olweus Bullying Prevention Program

Virginia Youth Violence Project <http://youthviolence.edschool.virginia.edu/> Training on student threat assessment and reduction strategies.

<http://www.tlcinst.org/PTRCactivities.html> Trauma and Loss in Children. This page contains activities to use with children experiencing trauma and loss.

VDOE Information on Dyslexia

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>

www.understood.org/en/learning-attention-issues/child-learning-disabilities/dysgraphia/understanding-dysgraphia

www.verywell.com/hyperlexia-definition-and-diagnosis-1449188

Appendix E

ACES

Best Practices in Clinical Supervision

Adopted by the ACES Executive Council

Best Practices in Clinical Supervision
Adopted by the ACES Executive Council
April 22, 2011

Preamble

The Association for Counselor Education and Supervision (ACES) is composed of individuals engaged in the professional preparation of counselors and those responsible for the ongoing supervision of post-degree counselors. ACES is a founding division of the American Counseling Association (ACA). The ultimate mission of ACES, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society.

ACES leadership believes that counseling supervisors in all settings carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. In some settings (e.g., schools), counseling supervisors also may have responsibility for program supervision. 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 with clients. Program supervision is generally defined as having a systems focus with program improvement and counselors' professional development as its purpose.

As a division of ACA, ACES members are expected to adhere to the ACA *Code of Ethics*, which offers guidance regarding the practice of counseling supervision. Counseling supervisors, however, may encounter situations that are not adequately addressed by the *Code of Ethics*. Results of a 2002 survey of ACES members conducted by the ACES Ethics Interest Network strongly indicated that members wanted more specific guidance for their everyday supervisory practice than can be included appropriately in a code of ethics. The ACES Best Practices in Clinical Supervision Taskforce was formed to create a document that could offer more specific suggestions for supervisors.

The broad charge for the Task Force was to formulate a relevant and useful set of best practice guidelines for clinical supervisors, regardless of work setting. The Best Practices in Clinical Supervision guidelines were constructed in the following manner. The scope of the guidelines was determined by a consensus of Task Force members. Members were responsible for researching and drafting specific sections of the guidelines. In drafting each section, Task Force members began by conducting a comprehensive review of qualitative and quantitative research findings to serve as the foundation of the guidelines. There are, however, many aspects of supervision that have not been investigated or investigated adequately. For these areas, Task Force members integrated the best available research combined with guidance provided through codes of ethics and other relevant documents (e.g., accreditation standards) adopted by professional organizations, as well as policies, procedures, and interventions that were most commonly espoused as best practices or best judgment across applicable professional literature. Task Force members then reviewed every section in the document several times and provided extensive feedback and edits. This Best Practices document, then, reflects both an extensive review of the research, expert consensus in the professional literature, and consensus of Task Force members.

In addition, the Task Force held open meetings at the ACES conference in October 2009 and at the Southern ACES conference in October 2010 to discuss the most recent drafts of the guidelines for best practices. Feedback from those discussions has been incorporated into this final draft. In addition, Task Force members also elicited comments from supervisors who work in different settings, including community agencies and schools. After receiving comments, they revised the best practices guidelines as appropriate and now present the document to the ACES Executive Council for endorsement.

It is important to note that these are *best practices* rather than *minimal acceptable practices*. The best practices guidelines are intended to support supervisors in their work. They are intended to be relevant and practical, and are offered to augment the judgment of supervisors as they strive to do the following: (a) offer ethical and legal protection of the rights of supervisors, supervisees, and clients; and (b) meet the professional development needs of supervisees while protecting client welfare. The guidelines also provide a framework for those seeking to develop supervisor training programs. Importantly, the guidelines are meant to supplement, not replace, the *ACA Code of Ethics*. In fact, ACES is not 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 lodged with ACA in accordance with its procedures for doing so. Finally, this is meant to be a living document and as such will require review and revision approximately every 8-10 years.

Supervision Best Practices Guidelines

1. Initiating Supervision

- a. The supervisor engages in sound informed consent practices in the initial supervision session.
 - i. The supervisor verbally describes and provides the supervisee with a written contract (or syllabus) that outlines expectations of the supervisor and supervisee; criteria for evaluation; consequences of underperformance; tasks, functions, and goals of supervision; and ethical and legal considerations (e.g., confidentiality in counseling and supervision sessions).
 - ii. As appropriate, the specifics in the contract (or syllabus) are negotiated to meet the needs of the particular supervisee.
 - iii. In academic settings, the supervisor employs written contracts specifying and differentiating the responsibilities of university and site supervisors.
 - iv. The supervisor provides the supervisee with a professional disclosure statement regarding his/her academic background in both counseling and supervision, experience as a counselor and supervisor, and supervision style. Limits of confidentiality also are explicitly delineated.
 - v. If the supervisor is a supervisor-in-training, that status is made clear in the professional disclosure document and the name and contact information of the supervisor-in-training's supervisor is included.
 - vi. The supervisor emphasizes that these documents (e.g., contract/syllabus, professional disclosure statement) will be discussed throughout supervision as needed.
 - vii. The supervisor clearly delineates his/her responsibility and authority to ensure client safety and effective treatment.
- b. The supervisor explicitly states clear parameters for conducting supervision.
 - i. The supervisor and supervisee agree on time, place, and duration of supervision sessions.
 - ii. The supervisor and supervisee discuss how the supervisee will prepare for each supervision session relevant to the supervision format (e.g., individual, triadic, group).
 - iii. The supervisor clearly delineates supervisor and supervisee responsibilities regarding the

- preparation for and conduct of supervision.
 - iv. The supervisor and supervisee agree on cancellation and rescheduling procedures for supervision sessions.
 - v. The supervisor and supervisee agree on payment for supervision (as appropriate and permitted by state law).
 - vi. The supervisor provides the supervisee with his/her emergency contact information, parameters for contacting the supervisor in emergency situations, and specific instructions for emergency protocols.
 - vii. The supervisor provides necessary forms and other documents to be completed by the supervisor, supervisees, and others as appropriate to the particular supervisee, setting, and/or credentialing body.
- c. The supervisor facilitates a discussion about the supervision process to foster the supervisory working alliance.
- i. The supervisor establishes the beginning of a supervisory working alliance that is collaborative and egalitarian to assist in lessening supervisee anxiety about the supervision process.
 - ii. The supervisor describes his/her role as supervisor, including teacher, counselor, consultant, mentor, and evaluator.
 - iii. The supervisor describes the structure, process, and content of all relevant formats of supervision sessions (e.g., individual, triadic, peer, group supervision).
 - iv. The supervisor and supervisee discuss the supervisee's past experiences with supervision as well as preferred supervision styles and supervision interventions.
 - v. The supervisor initiates a conversation about multicultural considerations and how they may affect both counseling and supervision relationships, indicating that such multicultural considerations will be an expected part of supervision conversations.

2. Goal-Setting

- a. To the extent possible, the supervisor co-develops specific goals for supervision with the supervisee.
 - i. The supervisor and supervisee renegotiate the supervisory contract and supervisee's goals as needed over the course of supervision.
 - ii. The supervisor helps the supervisee develop goals that are realistic, measurable, and attainable within the context of the particular academic, field placement, or post-degree practice setting.
- b. The supervisor emphasizes goals that directly benefit the therapeutic alliance between the supervisee and client and the effectiveness of services provided.
 - i. The supervisor helps the supervisee create goals that include the core areas of counselor competence (e.g., relationship building, cultural competencies, professionalism) and/or addresses the traditional foci of supervision (e.g., counseling performance skills, cognitive counseling skills and case conceptualization, diagnosis and treatment planning, self-awareness, and professional behaviors).
 - ii. The supervisor helps the supervisee develop goals that are based on the supervisee's area(s) of need and learning priorities, feedback from previous supervisors, the supervisee's developmental level, and the academic, field placement, or post-degree practice setting.
 - iii. The supervisor ensures that the supervisee chooses goals that fit within the supervisor's areas of competence.
- c. The supervisor is intentional about addressing and evaluating goals in each supervision session.
 - i. The supervisor conducts his/her own initial and ongoing assessment of the supervisee's skills

and, in conjunction with the supervisee's stated goals, creates a prioritized list of skills and issues to address in supervision.

- ii. The supervisor gives attention to one or more of the agreed upon goal(s) during each supervision session.
- iii. The supervisor identifies or creates opportunities for the supervisee to display progress on goals.
- iv. The supervisor and supervisee review progress toward the stated goals on a regular basis.
- v. The agreed upon goals become one basis for evaluating the supervisee's progress and development.

3. Giving Feedback

- a. The supervisor provides regular and ongoing feedback.
 - i. The supervisor provides a manageable amount of feedback in each session, typically addressing no more than three skills or issues.
 - ii. The supervisor provides a balance of challenging and supportive feedback appropriate to the counselor's developmental level, experience, and client needs.
 - iii. The supervisor provides feedback as close to the counseling session being reviewed as possible.
 - iv. The supervisor helps the supervisee process feedback.
 - v. The supervisor's feedback is based on direct observation of the client and the counseling session (e.g., live observation, audio or video recording) as well as the supervisee's self-report and analysis of the session.
- b. The supervisor provides direct feedback as needed.
 - i. The supervisor focuses on supervisee behaviors that can be changed.
 - ii. The supervisor provides constructive feedback that is specific, concrete, and descriptive.
 - iii. As appropriate, the supervisor offers alternatives for supervisee's behaviors that need to be changed, or provides directives as needed to ensure client needs are met.
- c. The supervisor pays attention to the multiple sources of feedback available to the supervisee.
 - i. The supervisor helps the supervisee gather performance feedback from multiple sources (e.g., clients, peers, supervisors) using both informal methods (e.g., observation of clients' non-verbal responses) and formal methods (e.g., standardized assessments completed by clients on a regular basis).
 - ii. The supervisor is aware that he/she is constantly providing feedback through his/her in-session behavior, including verbal and nonverbal behaviors, as well as by what he/she does and does not address.

4. Conducting Supervision

- a. The supervisor adheres to appropriate professional standards (e.g., accreditation, certification, and licensure regulations) in establishing the frequency and modality of supervision sessions.
 - i. The supervisor meets with the supervisee on a regular basis as required by the appropriate standards (e.g., weekly individual, triadic, and/or group supervision sessions).
 - ii. The supervisor conducts supervision sessions in a professional setting.
 - iii. The supervisor meets face-to-face with the supervisee(s) for individual, triadic, and/or group supervision.
 - iv. The supervisor uses technology that clearly approximates face-to-face synchronous contact, as permitted by relevant standards. (*See also point f. below.*)
 - v. The supervisor adheres to appropriate standards in ways that meet the needs of the supervisee.

- b. The supervisor provides a safe, supportive, and structured supervision climate.
 - i. The supervisor plans for supervision so that sessions (individual, triadic, and group) are structured, purposeful, and goal-oriented.
 - ii. The supervisor gives attention to both the personal and professional learning curves of the supervisee.
 - iii. The supervisor modifies his/her style of and approach to supervision (both within a session and across sessions) based on his/her assessment of client welfare, supervisee characteristics, supervisee's immediate needs, supervisee's developmental level, supervisee's supervision goals, environmental demands, as well as the supervision context.
- c. The supervisor uses a variety of supervisory interventions.
 - i. The supervisor uses methods of direct observation (e.g., recordings of counseling sessions, live observation, live supervision).
 - ii. The supervisor uses interventions that address a range of supervision foci, including counseling performance skills, cognitive counseling skills, case conceptualization, self-awareness, and professional behaviors.
 - iii. The supervisor selects interventions intentionally, based on an assessment of the supervisee's developmental level, confidence, self-efficacy, and learning style; the clinical and supervision contexts; and the needs of the client.
 - iv. The supervisor chooses interventions that will help the supervisee work toward his/her learning goals.
- d. The supervisor chooses a group supervision format for multiple reasons; time efficiency is not a primary rationale.
 - i. The supervisor is intentional about structure and goals, with particular attention to what is developmentally appropriate, when conducting group supervision.
 - ii. The supervisor differentiates between group, individual, and triadic supervision, understands their complimentary nature, and shares this information with supervisees. The supervisor assists group members in establishing ground rules for the conduct of the supervision group.
 - iii. The supervisor uses group facilitations skills designed to enhance the working of the group.
 - iv. The group supervisor fosters meaningful and productive feedback among the supervisees.
 - v. The group supervisor does not allow dominance by one or more members in the group.
 - vi. The supervisor encourages and allows increasing autonomy, leadership, and responsibility among group members over time and in line with supervisees' developmental levels (i.e., helps the group move from supervision *in* a group to supervision *by* the group).
 - vii. The supervisor assists supervisees in generalizing learning from the group supervision experience and applying (transferring) what they learned to their own work with clients.
- e. The supervisor chooses a triadic supervision format for multiple reasons; time efficiency is not a primary rationale.
 - i. The supervisor is intentional about structure and goals, with particular attention to what is developmentally appropriate, when conducting triadic supervision.
 - ii. The supervisor differentiates between triadic, individual, and group supervision, understands their complimentary nature, and shares this information with supervisees.
 - iii. The supervisor conducts triadic supervision so that the needs of both supervisees are addressed in each session.
 - iv. The supervisor facilitates peer feedback effectively and maintains involvement of both supervisees during the session.
 - v. The supervisor guides peer feedback in ways that help the supervisees learn how to give

- balanced and constructive feedback.
 - vi. The supervisor facilitates peer feedback in ways that help supervisees accept feedback they may perceive as challenging.
 - vii. The supervisor conducts triadic supervision in ways that deal with supervisees' sensitive issues appropriately.
 - viii. The supervisor seeks to make effective supervisee matches (e.g., skill level, personality) that enhance the work of both supervisees.
 - ix. When triadic supervision involves one peer's review of the other peer's counseling session before the supervision session, the supervisor provides a structure or format for the review that facilitates balanced and constructive feedback (e.g., What did the peer do well? What could the peer have done differently? What did you learn from reviewing your peer's counseling session?).
- f. The supervisor employs technology in ways that enhance the supervisory process and the development of the supervisee.
- i. In using technology for distance supervision, the supervisor clearly approximates face-to-face synchronous contact (e.g., formats that allow supervisors and supervisees to attend to non-verbal as well as verbal behavior). The supervisor ensures that client and supervisee confidentiality are protected when using technology in supervision (e.g., takes precautions such as password protection and encryption) that are compliant with HIPPA guidelines.
 - ii. The supervisor ensures that any technology employed in supervision is in compliance with ethical guidelines and regulations promulgated by accreditation, certification, and licensure bodies.
 - iii. The supervisor is competent in the use of the technology employed in supervision.
- g. In both academic and post-degree supervision, the supervisor actively evaluates the course of supervision on an ongoing basis.
- i. The supervisor regularly employs methods (appropriate to the supervision context) of gathering data on the effectiveness of supervision, in terms of both supervisee and client outcomes.
 - ii. For academic settings, the university supervisor ensures that there is mutual agreement among the university supervisor, site supervisor, and supervisee about the expectations of each person involved in the supervision.
 - iii. For field-based practicum and internship students, the supervisor provides a procedure by which the supervisee can provide feedback about the site that does not result in negative consequences for the supervisee.

5. The Supervisory Relationship

- a. The supervisor operates with an awareness that the supervisory relationship is key to the effectiveness of supervision as well as the growth and development of the supervisee.
- i. The supervisor operates within the supervisory relationship with emotional intelligence, maturity, flexibility, humility, and transparency.
 - ii. Within appropriate professional boundaries, the supervisor is accessible to the supervisee.
 - iii. The supervisor continually seeks to enhance his/her self-awareness around supervisor traits/characteristics/factors that influence the supervisory relationship (e.g., cultural sensitivity, attachment style), based on current literature.
- b. The supervisor intentionally engages with the supervisee to facilitate development of a productive supervisory relationship and working alliance.
- i. The supervisor gives deliberate attention to creating a safe environment that fosters mutual

- trust.
 - ii. The supervisor views supervisee resistance as a normal response to challenge, growth, and change.
 - iii. The supervisor deals with supervisee resistance in productive ways, using culturally appropriate strategies to guide, challenge, and encourage supervisees.
 - iv. The supervisor seeks to lessen supervisee anxiety that is detrimental to supervision while recognizing that some anxiety is inevitable, normal, and positively related to supervisee growth. At the same time, the supervisor does not take responsibility for supervisee anxiety that is based in the supervisee's personality (e.g., perfectionism), but helps the supervisee take ownership of that anxiety and find ways to manage it productively in counseling and supervision sessions.
 - v. The supervisor encourages the supervisee to work outside her/his comfort zone by taking clinically appropriate risks and expanding his/her counseling approaches.
 - vi. The supervisor encourages the supervisee to be aware of her/his comfort level regarding working with clients from various populations, to challenge perceived limitations, and expand his/her comfort zone.
 - vii. The supervisor recognizes that some level of conflict is inevitable in the supervisory relationship and helps the supervisee understand this as well; the supervisor deals with conflict in productive ways.
 - viii. The supervisor attends to strains, gaps, and/or ruptures to the working alliance and/or conflicts in the supervisor relationship in ways that create an opportunity for learning and growth for both the supervisor and supervisee. Importantly, the supervisor takes responsibility for his/her own contribution to the rupture or conflict.
 - ix. The supervisor elicits and is open to candid and ongoing feedback from the supervisee.
 - x. The supervisor addresses parallel process issues and transference and countertransference issues in ways that are developmentally appropriate and productive for supervisee learning and growth.
- c. The supervisor attends to ethical and cultural concerns that impact the supervisory relationship. (See also *Diversity Considerations and Ethical Considerations sections*.)
- i. The supervisor promotes contextual sensitivity around factors such as race, ethnicity, gender, sexual orientation, socioeconomic status, privilege, ability status, family characteristics and dynamics, country of origin, language, historical processes (e.g., history, migration), worldview, spirituality and religion, and values.
 - ii. The supervisor is aware of the power differential inherent in the supervisory relationship and is transparent about this with the supervisee. The supervisor works to minimize the power differential while at the same time maintaining appropriate authority.
 - iii. The supervisor clearly defines the boundaries of the supervisory relationship and avoids multiple roles or dual relationships with the supervisee that may negatively influence the supervisee or the supervisory relationship. When this is not possible, the supervisor actively manages the multiplicity of roles to prevent harm to the supervisee and maintain objectivity in working with and evaluating the supervisee.
 - iv. The supervisor avoids imposing his/her own meanings, interpretations, values, and beliefs on the supervisee and/or the supervisee's work with clients.
 - v. The supervisor seeks to recognize and identify his/her own transference and countertransference issues in supervision, and seeks avenues to addressing these in ways that minimize their deleterious effects in supervision (e.g., consultation, peer supervision).

6. Diversity and Advocacy Considerations

- a. The supervisor recognizes that all supervision is multicultural supervision and infuses multicultural considerations into his/her approach to supervision.
 - i. In an initial supervision session, the supervisor introduces issues of culture, diversity, power, and privilege within the supervisory and counseling relationships, indicating these are important issues to be aware of and discuss openly.
 - ii. The supervisor includes cultural and advocacy competences in the supervisory contract, and intentionally addresses these topics throughout the supervisory process.
 - iii. The supervisor attends to the full range of cultural factors, including race, ethnicity, gender, sexual orientation, socioeconomic status, privilege, ability status, family characteristics and dynamics, country of origin, language, historical processes (e.g., history, migration), worldview, spirituality and religion, and values.
 - iv. The supervisor uses culturally sensitive interventions and aims to facilitate supervisee multicultural counseling competence and cultural identity development.
 - v. The supervisor is aware of issues of privilege and oppression and how they affect the supervision process with each supervisee, with particular attention to supervisees and clients with minority statuses.
 - vi. The supervisor helps the supervisee broach difficult topics in supervision, such as issues pertaining to social justice, and is open to discussing these in supervision.
 - vii. The supervisor engages in ongoing assessment of his/her own multicultural awareness, knowledge, and skills, in counseling and supervision.
- b. The supervisor encourages supervisees to infuse diversity and advocacy considerations in their work with clients.
 - i. The supervisor requires the supervisee to include considerations of culture, power, and privilege in client case conceptualization and, where appropriate, diagnosis and treatment planning.
 - ii. The supervisor encourages the supervisee to seek opportunities to work with a diverse client population.
 - iii. The supervisor encourages the supervisee to be aware of and address issues of culture, power, and privilege that may serve as barriers to clients from diverse populations seeking or receiving services.
 - iv. The supervisor works with supervisees to help them develop the knowledge and skills necessary for advocating with and, as appropriate, on behalf of their clients.
 - v. The supervisor provides the supervisee with reading and continuing education opportunities regarding multiculturalism and advocacy as needed.

7. Ethical Considerations

- a. The supervisor conveys to the supervisee that both the supervisor and supervisee are expected to adhere to the ethical codes and guidelines endorsed by the American Counseling Association, the Association for Counselor Education and Supervision and other ACA divisions, relevant credentialing bodies, and models of ethical behavior.
 - i. The supervisor provides the supervisee with a professional disclosure statement and written informed consent as needed or relevant.
 - ii. The supervisor advises the supervisee of the parameters of confidentiality in supervision and acts accordingly. This includes how evaluations of the supervisee may be shared with concurrent and/or future supervisors.
 - iii. The supervisor infuses ethical discussions throughout supervision sessions.
 - iv. The supervisor requires the supervisee to address ethical considerations as part of treatment

- v. planning and to document this in case notes.
 - vi. The supervisor guides the supervisee's critical thinking process about various ethical issues that arise in clinical work.
 - vii. The supervisor provides the supervisee with policies and procedures related to the supervisee's due process rights and acts accordingly.
 - viii. The supervisor is knowledgeable of prevalent ethical violations and works toward minimizing them in supervision.
 - ix. The supervisor and supervisee maintain liability/malpractice insurance that covers all facets of their supervisory/clinical work.
 - x. The supervisor avoids behaviors that might lead to direct liability (e.g., failure to meet with the supervisee as scheduled and/or as needed, neglecting important client information that the supervisee shares, assigning clients to supervisees who are inadequately trained to deal with those clients' concerns) and indirect (vicarious) liability.
 - xi. The supervisor addresses ethical issues as needed and, when necessary, reports ethical breaches to relevant constituents (e.g., university, agency, certification and/or licensure board) in a timely manner.
- b. The supervisor continually monitors his/her own level of competence in providing supervision and acts accordingly.
 - i. The supervisor provides supervision only for those supervisees and clients for whom the supervisor has adequate training and experience.
 - ii. The supervisor limits the number of supervisees he/she supervises at any one time so that adequate and effective supervision can be provided. At a minimum, the supervisor adheres to limits set in accreditation standards and licensure regulations, but chooses to supervise fewer supervisees as needed based on factors such as the needs of the supervisees and clients, as well as personal and contextual considerations.
 - iii. The supervisor regularly seeks consultation and/or peer supervision of his/her supervision.
 - iv. The supervisor is engaged in ongoing continuing education in supervision and other professional development activities, including reading current literature on the conduct of supervision.
 - v. The supervisor conducts supervision in a manner that prioritizes supervisees' and clients' needs and interests rather than the supervisor's needs.
 - vi. The supervisor appropriately engages in and models self-care.
- c. The supervisor understands that client welfare is his/her first and highest responsibility and acts accordingly.
 - i. The supervisor assigns the supervisee clients who are appropriate to the supervisee's experience, developmental level, etc., and/or adjusts supervision (e.g., frequency, closeness) as needed. If clients are assigned by others, the supervisor provides input regarding appropriate clients (e.g., number, severity of client issues).
 - ii. The supervisor ensures that supervisees provide clients with professional disclosure statements and written informed consent documents that specify that the supervisee is under supervision and is not licensed or certified, if this is the case, and includes the name and contact information of the supervisor.
- d. The supervisor does not compromise the supervisory relationship by engaging in relationships with supervisees that are considered inappropriate.
 - i. The supervisor does not engage in multiple relationships with supervisees nor with supervisees' significant others.
 - ii. The supervisor attends to power issues with the supervisee to prevent harmful non-sexual

- and sexual relationships.
- iii. The supervisor explains to the supervisee the appropriate parameters of addressing the supervisee's personal issues in supervision (identifies the issue, helps the supervisee see the clinical implications, works to minimize the detrimental effects in the supervisee's clinical work, contributes to a plan for resolution that does not directly involve the supervisor) and acts accordingly.
 - iv. If the supervisor is a doctoral student, the doctoral student's supervisor avoids pairings of supervisor-supervisee that would pose a conflict of interest.
 - v. If the supervisor is a doctoral student, the doctoral student's supervisor is sensitive to potential conflicts due to the supervisor's multiple roles with the doctoral student.
- e. The supervisor provides ongoing performance assessment and evaluation of the supervisee, including the supervisee's strengths and limitations. (*See also Evaluation section.*)
- i. Early in the relationship, the supervisor outlines how the supervisee will be evaluated, by what standards, and how and when this information will be given to the supervisee as well as to third parties.
 - ii. The supervisor employs methods of direct observation of the supervisee's work with clients.
 - iii. The supervisor provides the supervisee with fair and ongoing performance assessments and evaluations, including the supervisee's strengths and limitations.
 - iv. The supervisor assesses the supervisee for impairment, blind spots, and other limitations.
 - v. The supervisor does not include the supervisee's personal disclosures in written evaluations.

8. Documentation

- a. The supervisor maintains documentation that provides a system of supervisor accountability.
- i. The supervisor maintains documentation that, at a minimum, includes the supervision contract (signed by supervisor, supervisee, and, as appropriate, the site supervisor or others involved in the supervisory experience), supervision session case notes, and formative and summative evaluations of the supervisee.
 - ii. The supervisor includes the following information in supervision session case notes: supervisee and client informed consent, content of what was discussed (e.g., counseling session reviewed, client updates provided, site issues), review method used (e.g., recorded session, live observation), goals developed for counseling sessions, and recommendations and/or directives regarding counseling session and/or client care. As needed, the supervisor also includes decision processes, problems and remediation efforts.
 - iii. The supervisor does not include unprofessional remarks about the supervisee or client, sensitive supervisee personal history information, or unsupported opinions in his/her case notes.
 - iv. The supervisor documents supervision sessions so as to protect client welfare, record supervisee development, provide guidance for preparing for and managing future supervision sessions, and serve as a basis for accurate supervisee evaluations.
 - v. The supervisor maintains documents related to supervision sessions so that they protect the privacy and confidentiality of the supervisee (e.g., in a locked file cabinet or on a secure server) and are separate from any client files.
 - vi. The supervisor maintains documentation according to the policies of his/her employing institution, ethical codes, and other relevant guidelines (e.g., licensure regulations). When providing supervision for certification or licensure, the supervisor maintains documentation until the supervisee submits such documentation for credentialing.

9. Evaluation

- a. The supervisor understands that evaluation is fundamental to supervision and accepts his/her evaluation responsibilities.
 - i. The supervisor provides both formative and summative evaluations on a regular basis. In general, formative evaluation occurs in every supervision session and informs the supervisee of his/her incremental progress or lack of progress. Summative evaluation occurs at regular, stated intervals (e.g., mid-term and end of semester; every three months), and includes a written statement of supervisee performance.
 - ii. The supervisor highlights supervisee strengths and clearly indicates areas of growth in evaluations.
 - iii. The supervisor provides the supervisee regular opportunities to offer verbal and written feedback about the supervisory process, including anonymous feedback when possible.
 - iv. The supervisor regularly employs methods of direct observation of the supervisee's work with clients, including review of entire counseling sessions to ensure that all phases of a session are reviewed. When a supervisee is working with more than one supervisor (multiple supervisors, layers of supervision), at least one supervisor regularly reviews entire sessions.
 - v. The supervisor bases evaluations on direct observation of counselor performance (e.g., recorded counseling sessions, live observation).
 - vi. The supervisor uses information from a variety of sources in addition to the supervisor's own observations (e.g., clients, peers) to evaluate supervisee performance.
 - vii. The supervisor reviews a representative sample of the range of the supervisee's work (e.g., individual counseling, group counseling, play therapy, family counseling), range of clients (e.g., adults, adolescents, children, families), and range of clinical issues (e.g., grief and loss, depression, self-injury, career development).
 - viii. The supervisor attempts to mitigate supervisee anxiety about evaluation by establishing evaluation norms early and exploring supervisee reactions to evaluation.
- b. The supervisor clearly communicates the evaluation plan to the supervisee.
 - i. The supervisor presents, in writing, the evaluation plan (including the document/rating form and the timeline for providing formal, written evaluations) to be used, criteria for success, and consequences of underperformance to the supervisee prior to beginning supervision. These also are discussed with the supervisee, who is provided the opportunity to ask questions.
 - ii. The supervisor includes core components of counselor competence in the evaluation plan, including relationship building, multicultural and advocacy competences, professionalism, and/or items that address the traditional range foci in supervision (e.g., counseling performance skills, cognitive counseling skills and case conceptualization, self-awareness, and professional behaviors).
 - iii. The supervisor incorporates the supervisee's individualized learning goals for supervision in the evaluation plan.
- c. The supervisor encourages ongoing supervisee self-evaluation.
 - i. The supervisor requires supervisees to complete self-evaluations, formative and summative, as part of the evaluation process.
 - ii. The supervisor helps the supervisee develop self-reflection and self-evaluation skills, and fosters an expectation of regular, ongoing self-reflection over the supervisee's professional lifespan.
- d. The supervisor takes appropriate steps when remediation is necessary.

- i. The supervisor normalizes developmental challenges while also providing feedback in clear and constructive language about skills and behaviors that need to be remediated.
- ii. When remediation is necessary, the supervisor notifies the supervisee promptly. The supervisor recommends specific interventions relevant to the area of deficit. The supervisor prepares a written remediation plan that includes clear objectives, requirements, a timeline, and consequences of compliance and noncompliance.
- iii. If the remediation plan includes personal counseling, the supervisor avoids dual relationships and invasion of supervisee privacy.

10. Supervision Format

- a. The supervisor employs various supervision formats (e.g., individual, triadic, peer/colleague review, group supervision) in ways that adhere to accreditation standards and regulations of credentialing bodies (e.g., frequency of individual and group supervision) *and* that meet the needs of the supervisee, is appropriate to the site, and adequately addresses the needs of clients.
- b. The supervisor does not choose a format based on what may be convenient for the supervisor (e.g., saves time).
 - i. When more than one supervisee is involved, the supervisor chooses or creates a structure and process that maximizes supervisee involvement and constructive peer feedback.
 - ii. The supervisor addresses the parameters of confidentiality in supervision formats with multiple supervisees (i.e., triadic, peer, group), including information shared about clients and supervision group members.
 - iii. Whenever possible, the supervisor is intentional in pairing supervisees for peer, triadic, and group supervision.
 - iv. The supervisor ensures that, during triadic, peer, and group supervision, constructive feedback is provided and the process is not detrimental to the supervisees involved.

11. The Supervisor

- a. The supervisor is competent in providing clinical supervision.
 - i. The supervisor is a competent and experienced practitioner who has knowledge of a range of theoretical orientations and techniques and experience with diverse client populations, as relevant to their counseling setting.
 - ii. The supervisor is highly competent, morally sensitive, and ethical in the practices of counseling and supervision.
 - iii. The supervisor has formal training in clinical supervision.
 - iv. The supervisor possesses a strong professional identity as a counselor and supervisor.
 - v. The supervisor is knowledgeable about required and recommended experiences that promote self-efficacy, development, and competence in supervisees (e.g., practicum and internship students as well as post-degree counselors).
 - vi. The supervisor is competent in multicultural counseling and supervision.
 - vii. The supervisor is competent in implementing advocacy competencies in counseling and supervision.
 - viii. The supervisor abides by his/her state counselor and supervisor licensing requirements as well as national counselor and supervisor credentialing requirements.
 - ix. The supervisor employs an appropriate ethical decision making model in responding to ethical challenges and issues and in determining courses of action and behavior for self and supervisee.
 - x. The supervisor possesses a range of knowledge and skills in working with diverse supervisees.
 - xi. The supervisor individualizes supervision based on the specific needs of the supervisee (e.g.,

- learning goals, developmental level, learning style).
- xii. The supervisor incorporates elements of other supervisory styles if his/her preferred style of supervision does not enhance or challenge the supervisee's professional development and growth to the fullest.
 - xiii. The supervisor maintains regular and accurate supervision records.
- b. The supervisor can clearly describe the purpose of clinical supervision and distinguish it from the counseling process as well as from administrative and program supervision.
 - i. The supervisor views supervision as an educational and developmental process.
 - ii. The supervisor is intentional and proactive.
 - iii. The supervisor is able to make the cognitive shift from thinking like a counselor to thinking like a supervisor.
 - iv. The supervisor avoids acting as the supervisee's counselor.
 - v. The supervisor is aware of the power differential that exists between supervisor and supervisee, does not let it threaten supervisory trust, and makes power issues transparent.
 - vi. The supervisor understands, accepts, and acts on her/his role as an evaluator and professional gatekeeper, continually monitoring and evaluating the supervisee's practice of counseling to protect and safeguard the well-being of clients.
 - vii. The supervisor encourages supervisee autonomy as appropriate.
 - viii. The supervisor can clearly articulate her/his role as supervisor, including teacher, counselor, consultant, mentor, and evaluator.
 - ix. The supervisor practices and promotes professional boundaries in supervision, thereby acting as a role model to the supervisee.
 - x. The supervisor demonstrates professionalism in an effort to encourage the supervisee to exhibit similar behavior.
 - c. The supervisor has a collaborative relationship with additional supervisors with whom the supervisee may be working (e.g., clinical, administrative, and/or program supervisor at the university, practicum or internship site, and/or work setting).
 - i. The supervisor works to differentiate roles and responsibilities of each supervisor.
 - ii. The supervisor establishes a communication method with other supervisors that enhances each supervisor's work with the supervisee.
 - iii. The supervisor manages any conflict with other supervisors respectfully and responsibly.
 - d. The supervisor engages in self-reflection and other avenues of personal professional development.
 - i. The supervisor explores his/her own cultural identity, including issues of power and privilege, as well as how these affect his/her values and beliefs about counseling and supervision.
 - ii. The supervisor integrates his/her own cultural self-awareness (see *ii.d.i.* above) into the supervisor role.
 - iii. The supervisor is actively interested in other cultures and values ecosystemic differences.
 - iv. The supervisor continually seeks and accepts new perspectives from the supervisee and others.
 - v. The supervisor seeks active membership in relevant professional organizations, pursues counseling and supervision credentials, and is involved in ongoing professional development activities regarding supervision.
 - vi. The supervisor regularly reads research and other scholarly literature about supervision, and bases his/her supervision practice on current knowledge of best practices in supervision.
 - vii. The supervisor solicits effectiveness feedback from the supervisee and responds to feedback

- by paying attention to what can/needs to be changed in the supervisory relationship or the supervisory context.
- viii. The supervisor is aware of, explores, and monitors his/her own strengths, limitations, abilities, and resources.
 - ix. The supervisor is open to ambiguity and the absence of knowledge, and does not pretend to have all the answers.
 - x. The supervisor has the courage to be imperfect and not expect perfection from self, the supervisee, and others.
 - xi. The supervisor challenges him/her self to take appropriate risks in supervision practices and acts out of his/her comfort zone.
 - xii. The supervisor views errors in supervision as learning opportunities.
 - xiii. The supervisor engages in critical self-reflection and self-care, and avoids professional stagnation and burnout.
 - xiv. The supervisor is self-evaluative and regularly seeks out supervision or peer consultation of supervision practices.
- e. The supervisor manages supervisory relationship dynamics competently and appropriately.
 - i. The supervisor bases assessments, evaluations, and developmental feedback on supervisee behavior rather than supervisee personality traits.
 - ii. The supervisor understands supervisee resistance and manages it effectively.
 - iii. The supervisor emphasizes the supervisee's intrinsic motivation rather than extrinsic motivation.

12. **Supervisor Preparation: Supervision Training and Supervision of Supervision**

- a. The supervisor has received didactic instruction and experiential training in clinical supervision (concurrent and/or sequential).
- b. The supervisor's training is based in a developmental perspective and approach.
- c. The supervisor's didactic instruction includes all the topics identified in guidelines published by relevant professional organizations (e.g., ACES) and credentialing bodies (e.g., NBCC, CRC). At a minimum, this didactic instruction includes the following: models of supervision; models of counselor development; formats of supervision; supervisory relationship dynamics; supervision methods and techniques; multicultural considerations; counselor assessment, feedback and evaluation; executive/administrative skills; ethical, legal, and professional regulatory issues; and research on these topics.
- d. The supervisor's training emphasizes theoretical and conceptual knowledge, skills and techniques, and self-awareness.
- e. The supervisor's training includes appropriate application of teaching, counseling, and consulting skills in supervision.
- f. The supervisor's training emphasizes the role modeling that the supervisor provides in all his/her interactions with the supervisee.
- g. The supervisor's training emphasizes the supervisory relationship as the primary vehicle for learning in supervision.
- h. The supervisor's training includes an emphasis on managing the delicate balance of challenge and

support of the supervisee.

- i. The supervisor's training includes instruction in relevant learning theories, principles, and research.
- j. The supervisor is trained to understand that his/her focus includes both the clinical and the professional development of the supervisee.
- k. The supervisor's training includes recognition of the need for different approaches, formats, structures, and types of supervision for different supervision settings (e.g., universities, agencies, schools, privately contracted).
- l. The supervisor articulates a personal philosophy of supervision as a result of training and supervised experience as a supervisor.
- m. The supervisor's training includes supervision of supervision based in some form of direct observation of his/her work with supervisees.
 - i. Supervision of supervision follows the guidelines of relevant accreditation standards and credentialing bodies.
 - ii. Supervision of supervision adheres to all relevant "best practices" identified in this document.