



**UNIVERSITY OF
THE SOUTHWEST**

PLANS & POLICIES

**INTERNSHIP &
PRACTICUM
GUIDELINES**



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1 INTRODUCTION

The Master of Science in Education (MSE) in School Counseling Licensure program is accredited by the New Mexico Public Education Department (NMPED) and prepares aspiring school counselors for licensure. The program focuses on the relations and interactions between students and their school environment, with the purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity through counseling with a focus on personal/social success, career and college information/access, and academic success for all students, from pre-school through 12th grade. Students from other states must check with a representative of their state's licensure bureau for school counseling to determine if this degree program will be accepted for licensing purposes.

1.1 PRACTICUM

The Practicum experience is part of the Masters in School Counseling in which a counselor-candidate experiences the school counseling process prior to Internship. It is in the Practicum that the candidate begins to use the theoretical constructs learned in previous courses at the University of the Southwest. The Practicum serves as a passage from the theoretical to authentic counseling. Candidates are required to enroll in the three-credit-hour Practicum prior to entering the Internship. The Practicum is designed to introduce counselor-candidates to counseling within the school setting and experience the daily activities of a school counselor. A total of 60 hours (60% direct hours) in a school setting under the supervision of a certified school counselor are required for the Practicum. Candidates who are employed full-time may be required to discuss with employers' arrangements to do the Practicum. An average of 10 hours per week for 6 weeks in a school setting is recommended to complete the Practicum experience. Counselor-candidates can serve 20 hours in each of the divisions, elementary, junior high, and high school. A grade below B may require remediation (e.g., repeat the course, take additional courses, work additional hours, etc.) before entering the Internship. Students enrolled in Practicum or Internship need to demonstrate process toward completing their respective course requirements. In each course, students are graded on their progress: Successfully Complete Requirements (A), Satisfactory Progress (S), or Unsatisfactory Progress (U). If an additional semester is needed to complete the required hours, students may register for the Practicum course again.



1.2 INTERNSHIP

School counseling candidates are required to enroll in the three credit-hour Internship course. The intern experience is designed to introduce school counseling candidates to counseling within the school setting and to experience the daily activities of a school counselor. This Internship is designed for Pre-K-12 schools. The Internship does not provide for Mental Health agency counseling or college level counseling. A total of 300 hours, with 60% direct, in a school setting under the supervision of a certified school counselor are required for Internship for certification in New Mexico. Students residing in states other than New Mexico may require more hours. It is the responsibility of the school counseling candidate to know how many hours are required for their state. Interns who are employed should make arrangements with their employer to complete the Internship requirements. Internship is an eight-week course. In each course, students are graded on their progress: Successfully Complete Requirements (A), Satisfactory Progress (S), or Unsatisfactory Progress (U). If an additional semester is needed to complete the required hours, students may register for the Internship course again. If an additional semester is necessary to complete the required hours, students do not need to repeat written assignments that were completed in the previous semester of Internship.

1.2.1 DEFINITION OF DIRECT CONTACT HOURS & INDIRECT NON-CONTACT HOURS

Direct Contact hours are defined as: interactions between school counselors and students and include instruction, appraisal and advisement, and counseling. The annotations for these hours should include the student's initial or the name of the student group.

Non-Contact (or indirect) hours are defined as: services provided on behalf of students as a result of the school counselors' interactions with others including consultations, collaboration and referrals. All of these services must be under the supervision of a licensed school counselor supervisor, as well as a USW supervisor.

1.2.2 COURSE OBJECTIVES

1. Understand counseling in schools. (Knowledge, Communication, Servant Leadership)
2. Integrate theories into the approach to counseling in schools. (Knowledge, Communication, Critical Thinking)
3. Assess one's ability to effectively intervene with school-age children, including crisis management. (Knowledge, Communication, Critical Thinking)



4. Use appropriate skills when working with parents, teachers, and administrators. (Knowledge, Communication, Integrity)
5. Adhere to ethical guidelines and confidentiality. (Knowledge, Communication, Integrity)

2 BEGINNING PRACTICUM & INTERNSHIP

1. Prior to beginning the Practicum and Internship semesters, candidates are required to have successfully completed the coursework for the degree plan and submit the following documents located at the end of this document. Candidates are required to fill out all forms for both Practicum and Internship separately:
 - a. Complete Application for Practicum/Internship (Form A) and receive approval from the Department Chair.
 - b. Complete the Personal Data Sheet (Form B)
 - c. Submit proof of professional liability insurance and ASCA Membership Card (Form C)
 - d. Submit signed agreement to follow standards of ethics (Form D)
 - e. Submit a signed Supervisor's Agreement (Form E)

Please return all of the required documents to: lirwin@usw.edu or by mail to:

University of the Southwest
Attn. Lauren Irwin
6610 Lovington Highway, Ste. T-10
Hobbs, New Mexico 88240

2. Once documents are received and approved, the student will be placed in the appropriate Practicum or Internship course. All coursework must be submitted through Blackboard.
3. Each Intern/Practicum student must work with and for students under the supervision of a Licensed Professional School Counselor. The site supervisor is recommended to have two or more years of experience and be located physically on-site where the student is conducting their Practicum/Internship. Exceptions to this can be made with the approval of the Department Chair. The student should make a copy the Practicum and Internship Handbook for the Student Supervisor and discuss the supervisor's responsibilities with the Student Supervisor.
4. Each student must complete a minimum of 60 Hours (60% Direct Contact and the remaining Non-Contact) for Practicum and a minimum of 300 Hours (60% Direct Contact and the remaining Non-Contact) for Internship under supervision in a variety of counseling activities.



5. Each student must keep a daily log of counseling activities, which will be reviewed by the University Supervisor each submission. Logs should be submitted according to prescribed timelines, with the last log submission due at completion of the minimum hours for that semester or Module 8 – whichever is first. The hours are to be logged on the spreadsheet listed in the coursework section of Blackboard. Additionally, a cumulative log, available in Module 8 will be submitted by the end of the course. The cumulative log must match the cumulative report of your weekly logs.
6. Written work:
 - a. Student Supervisors will complete a mid-term and a final evaluation for each student. The Student Supervisor and the student will both sign the evaluations, and the student will submit them through Blackboard.
 - b. Each student will complete an end-of-course survey using the link provided through Blackboard.
 - c. Each student will be assigned a University Supervisor. Virtual supervisory conferences may be scheduled.
 - d. Each student is expected to communicate on a regular basis with the University Supervisor and participate in all online activities.
 - e. Each student must join the American School Counselor Association (ASCA).

2.1 RESPONSIBILITIES OF PRACTICUM STUDENTS & INTERNS

It is the responsibility of the student to:

1. Secure a site to do the Practicum and Internship.
2. Submit required documents and receive approval for Practicum and Internship one term prior to starting the course.
3. Complete and submit all assignments through Blackboard.
5. Arrange any requested meetings between involved parties (student, University Supervisor, Student Supervisor).
6. Keep the Student Supervisor and University Supervisor informed of any problems or concerns which may arise during the Practicum or Internship and to discuss any problems or concerns with the appropriate supervisor.
7. Perform all Practicum and Internship duties in a professional, legal, and ethical manner.
8. Notify all students and parents, if applicable, that as a student, you are in training and you will be discussing the student's case with your supervisor(s).
9. Become knowledgeable of and follow the policies and procedures of the host agency.



10. Follow District and University policies and procedures.
11. Be responsible for tracking their hours (direct and non-direct) to meet the requirements of USW and/or their state of licensure.

2.2 RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

It is the responsibility of the University Supervisor to:

1. Represent the University, the College of Education, and the School Counseling Program, and to function as Instructor of Record, and to submit the student's official grade to the University.
2. Provide instruction for Practicum and Internship students regarding school counseling experiences.
3. Meet with candidates and student supervisors, if possible, during the session to evaluate the experience and to assist with any problems or issues which may arise.
4. Collect, review, and evaluate the student's completed course requirements.

2.3 RESPONSIBILITIES OF STUDENT SUPERVISORS

1. Complete and return the Supervision Agreement (Form E). The Student Supervisor must be a licensed School Counselor. The student supervisor is recommended to be licensed for a minimum of two years and must be physically located at the Internship site. Exceptions to this can be made with the approval of the Department Chair.
2. Provide both individual and group counseling experiences in personal, educational, and career counseling activities.
3. Discuss and demonstrate the methods you use and share some of the expertise you have on what makes a good school counselor.
4. Provide the student counselor with specific suggestions on ways to improve his/her counseling skills.
5. Provide consultation and supervision for the student counselor, that is, conference at least once weekly with the candidate. New Mexico licensure regulations require that supervisors maintain supervision records for a minimum of 5 years. The candidate will provide the student and University Supervisor with a copy of the counseling log.
6. Advise the University Supervisor of any problems that occur concerning this student.
7. Advise the program supervisor of any type of assignment that is not possible on your site, so that an appropriate substitution can be provided.



8. Evaluate the student school counselor, using the forms provided. You will not be responsible for the final grade, but if this candidate doesn't have the skills necessary for you to recommend him/her as a counselor, please let the University Supervisor know why his/her performance was not adequate in the comments section of the evaluation form. It may be necessary for this candidate to receive additional skills training and to repeat Practicum/Internship.
9. Certify that this student counselor has completed the required Direct and Non Contact clinical hours (60 cumulative, 60% direct for Practicum, 300 cumulative, 60% for Internship) in state-recognized counseling activities.

Please feel free to contact:

Dr. Lauren Irwin

Lirwin@usw.edu

Department Chair

Behavioral Health, Social Sciences

SUGGESTED RESOURCES: American School Counselor Association. (2019). The ASCA National Model: A Framework for School Counseling Program, Fourth Edition. Alexandria, VA: Author

3 SCHOOL COUNSELING PROGRAM LEARNING OUTCOMES

Counselor Competencies

The student counselor is expected to develop the following competencies during the Practicum and Internship experiences.

3.1 LEARNER AND LEARNING

PLO 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.



1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

3.2 CONTENT

2. PLO 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

3. PLO 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

3.3 INSTRUCTIONAL PRACTICE

PLO 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction. Understands the most commonly used assessment instruments, such as personality and intelligence tests, anxiety and depression scales, and interest inventories.

PLO 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.

Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

3.4 PROFESSIONAL RESPONSIBILITY

PLO 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and



agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

PLO 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses. Conducts therapy using accepted and appropriate treatment modalities and counseling techniques based on recognized theoretical orientations and outcome research.

American School Counseling Association (2019) ASCA Standards for School Counselor Preparation Programs.

4 NEW MEXICO COMPETENCIES FOR SCHOOL COUNSELORS

TITLE 6 PRIMARY AND SECONDARY EDUCATION 6 CHAPTER 63 SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND SUPPORT PERSONNEL PART 6 LICENSURE FOR SCHOOL COUNSELORS, PRE K-12 6.63.6.1 ISSUING AGENCY: Public Education Department. [6.63.6.9 REFERENCED MATERIAL:

Competencies for school counselors

A. The counselor will develop and implement a comprehensive school level guidance program based on the American school counseling association national standards and focused on the physical, social, intellectual, emotional, and vocational growth of each student by:

- (1) determining guidance priorities based on local assessed needs;
- (2) formulating measurable objectives from identified needs and priorities;



- (3) formulating specific tasks relating to achieving the objectives;
- (4) coordinating a continuing evaluation of the program;
- (5) serving all students at the prevention level;
- (6) coordinating with the appropriate administration to achieve items in Paragraphs (1) to (4) of Subsection A of 6.63.6.9 NMAC.

B. The counselor will coordinate activities in the guidance and counseling program by:

- (1) communicating the curriculum based on content standards and benchmarks;
- (2) working with other staff members to encourage the inclusion of a student- oriented philosophy in all school activities;
- (3) helping to integrate guidance and counseling program in total school program;
- (4) communicating with parents and the community about services available within the guidance and counseling program;
- (5) learning about available school and community resources;
- (6) establishing and maintaining contact with school and community resources;
- (7) working with the administration to utilize community resources related to the guidance program.

C. The counselor will provide information and facilitate guidance activities for students, staff, and parents by:

- (1) assisting others in their understanding of personal and social development;
- (2) serving as a resource to facilitate groups and presentations on pertinent issues;
- (3) providing prevention strategies which address current issues such as chemical dependency, teenage pregnancy, suicide, dropping out, and various forms of abuse;
- (4) conducting activities on educational career themes;
- (5) conducting orientation/training programs for students, parents, and staff;
- (6) interpreting test results to students, parents, and staff.

D. The counselor will serve as a consultant to the school and community by:

- (1) providing mediation for change in behavior and conflict resolution;
- (2) serving as a liaison for issues pertinent to the learning environment of the school;



- (3) supporting the staff with assistance in developing positive rapport with students to maximize learning potential by reducing or mitigating the impact of learning barriers;
- (4) assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate;
- (5) providing information to parents and students to aid in their understanding of educational goals and barriers to learning;
- (6) providing resource materials and expertise dealing with issues affecting students, staff, and family;
- (7) providing information about appropriate community resources or organizations which provide services to students and their families;
- (8) developing strategies and methods of working with parents and guardians

E. The counselor will provide individual and group counseling by:

- (1) providing crisis intervention;
- (2) using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual;
- (3) providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning;
- (4) making referrals to school and community resources when necessary.

F. The counselor will uphold the standards of the counseling profession by:

- (1) meeting the state competency standard and the requirements for preparation;
- (2) participating in the development of policies concerning guidance and counseling;
- (3) keeping informed about developments and innovations within the profession at the local, state, and national levels;
- (4) following the legal and ethical standards of the counseling profession;
- (5) realizing personal and professional limitations.

G. The counselor will understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs, and socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.



H. The counselor will be able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

5 PRACTICUM & INTERNSHIP DOCUMENT CHECKLIST

DOCUMENT CHECKLIST TO BEGIN PRACTICUM AND INTERNSHIP
<input type="checkbox"/> Application for Practicum or Internship (Form A)
<input type="checkbox"/> Personal Data Sheet (Form B)
<input type="checkbox"/> Professional Liability Insurance with Insurance Certificate and ASCA Membership Card (Form C)
<input type="checkbox"/> Ethics Statement (Form D)
<input type="checkbox"/> Supervision Agreement (Form E)

Please return all the required documents to:
Dr. Lauren Irwin (Lirwin@usw.edu)
University of the Southwest
6610 Lovington Highway, Ste. T-40
Hobbs, New Mexico 88240



6 APPENDIX A: PRACTICUM & INTERNSHIP DOCUMENTS

6.1 APPLICATION

FORM A: INTERNSHIP/PRACTICUM APPLICATION

Candidate name: _____

Number of hours required for licensure in your state: _____ Percent Direct (if applicable): _____

E-Mail: _____ Phone: _____

Address: _____

Work Address: _____ Work Phone: _____

Cell Phone: _____

The Internship or Practicum will begin: Fall ____ Spring ____ Summer ____

School District name: _____

School name: _____

Site Supervisor's name: _____ Phone: _____

School Administrator name: _____ Phone: _____

Candidate signature: _____ Date: _____

Special Circumstances needing to be addressed:



6.2 PERSONAL DATA SHEET

FORM B: PERSONAL DATA SHEET

Counseling Candidate Name_____.

Past school counseling experience:

Expectations of experience:

Theoretical Orientation (Identify and briefly describe your counseling approach and preferred theories:



6.3 PROFESSIONAL LIABILITY INSURANCE

FORM C: PROFESSIONAL LIABILITY INSURANCE

Time period: _____ to _____

Agency _____

Address _____

Telephone _____

INSURANCE COMPANY _____

Address _____

Telephone _____

Period of Coverage _____

Policy Number _____

NAME OF STUDENT: _____ SSN: _____

SIGNATURE OF STUDENT: _____ DATE: _____

Please attach the Certificate of Insurance and ASCA Membership Card.

SEND TO:

University of the Southwest

Dr. Lauren Irwin, Dept. Chair Behavioral Health and Social Sciences

lirwin@usw.edu

6610 Lovington Highway, Ste. T-40

Hobbs, NM 88240



6.4 ETHICS STATEMENT

FORM D: ETHICS STATEMENT

I have read and intend to follow the American School Counselor Association (ASCA) Code of Ethics and the American Counseling Association (ACA) Code of Ethics and understand that I will be supervised through the University of the Southwest and my site supervisor during my School Counseling Practicum/Internship.

Printed Name of Student

Signature of Student

Date

SEND TO:

Dr. Lauren Irwin
Dept. Chair Behavioral Health and Social Sciences
6610 Lovington Hwy., Ste. T-40
Hobbs, NM 88240
Email: lirwin@usw.edu



6.5 SUPERVISION AGREEMENT

FORM E: SUPERVISION AGREEMENT

*I have read the requirements and responsibilities of the Student Supervisor and have agreed to supervise*_____.

(Name of Candidate)

I am a licensed school counselor practicing on site (or approved to be off site):

School Name:_____

School Address:_____

Counselor Supervisor's Name

Signature

Position

Telephone Number

Date

Email Address

School Counselor License Information:

Type:_____ State:_____

Number:_____ Expiration Date:_____

A fully licensed professional counselor? Yes or No



7 APPENDIX B: CONTACT HOURS LOG



Use-of-Time Calculator

	Activity or Task	Direct Student Services			Indirect Student Services	Program Defining, Managing and Assessing		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
7-7:15 a.m.								
7:16-7:30 a.m.								
7:31-7:45 a.m.								
7:46-8 a.m.								
8:01-8:15 a.m.								
8:16-8:30 a.m.								
8:31-8:45 a.m.								
8:46-9 a.m.								
9:01-9:15 a.m.								
9:16-9:30 a.m.								
9:31-9:45 a.m.								
9:46-10 a.m.								
10:01-10:15 a.m.								
10:16-10:30 a.m.								
10:31-10:45 a.m.								
10:46-11 a.m.								
11:01-11:15 a.m.								
11:16-11:30 a.m.								
11:31-11:45 a.m.								
11:45 a.m.-Noon								
12:01-12:15 p.m.								
12:16-12:30 p.m.								



12:31-12:45 p.m.								
12:46-1 p.m.								
1:01-1:15 p.m.								
1:16-1:30 p.m.								
1:31-1:45 p.m.								
1:46-2 p.m.								
2:01-2:15 p.m.								
2:16-2:30 p.m.								
2:31-2:45 p.m.								
2:46-3 p.m.								
3:01-3:15 p.m.								
3:16-3:30 p.m.								
3:31-3:45 p.m.								
3:46-4 p.m.								
TOTALS								
% per topic								
% per category		0	0	0	0	0	0	0
		0%			0%			
HOURS		3.5	0.5	0.5	3	0	0.5	0.25
		(14 X .25 = 3.5)						

*The full excel sheet for the Use-of-Time Calculator is linked in the course.



8 APPENDIX C: COUNSELING SESSION REPORT

COUNSELING SESSION REPORT

Do not use the student's real name.

Student Initials: _____ Age/Grade: _____

Date: _____

School Counselor: _____

Session Number: _____

Presenting Problem:

Goal for session (short-term):

Report of session (what happened and what counseling techniques/frameworks were used?):

Evaluation of session (e.g. feelings, results, etc.):

Plans for future (what to try next, etc.):



9 APPENDIX D: TERMINATION SUMMARY

INDIVIDUAL STUDENT TERMINATION SUMMARY

Do not use the student's real name in the summary.

School Counselor: _____

Initials of Student: _____ Age/grade: _____

Date of Initial Contact: _____

Exact Number of Sessions: _____

Was Student Referred: _____

Presenting Problem:

Techniques Employed:

Final Outcome-Evaluation:

My Learning Experiences with this Student:



10 APPENDIX E: STUDENT SUPERVISOR MATERIALS

10.1 STUDENT SUPERVISOR'S RESPONSIBILITIES & REQUIREMENTS

1. Complete and return the Supervision Agreement (Form E). Student Supervisor must be a licensed school counselor. The Student Supervisor is recommended to be licensed for a minimum of two years and must be physically located at the Internship site. Exceptions to this can be made with the approval of the Department Chair.
2. Provide both individual and group counseling experiences in personal, educational, and career counseling activities.
3. Discuss and demonstrate the methods you use and share some of the expertise you have on what makes a good counselor.
4. Provide the student counselor with specific suggestions on ways to improve his/her counseling skills.
5. Provide consultation and supervision for the student counselor, that is, conference at least once weekly with the candidate. New Mexico licensure regulations require that supervisors maintain supervision records for a minimum of 5 years. The candidate will provide the Student Supervisor with a copy of the counseling log. Approval of logs will need to be sent (via email) to the University Supervisor.
6. Advise the University Supervisor of any problems that occur concerning this student.
7. Advise the University Supervisor of any type of assignment that is not possible on your site, so that an appropriate substitution can be provided.
8. Evaluate the student counselor, using the forms provided. You will not be responsible for the final grade, but if this candidate doesn't have the skills necessary for you to recommend him/her as a counselor, please let the University Supervisor know why his/her performance was not adequate in the comments section of the evaluation form. It may be necessary for this candidate to receive additional skills training and to repeat Practicum/Internship.
9. Certify that this student counselor has completed the required Direct and Non Contact clinical hours (60 cumulative, 60% direct for Practicum, 300 cumulative, 60% direct for Internship) in state-recognized counseling activities.



10.2 STUDENT SUPERVISOR MID-EVALUATION FORM

Student Supervisor Mid-Evaluation Form

PERFORMANCE EVALUATION SCHOOL COUNSELOR MID-EVALUATION

School Counseling Candidate Name: _____ Date: _____

Code: U=Unsatisfactory S=Satisfactory O=Outstanding N/O=Not Observed

THE SCHOOL COUNSELOR CANDIDATE IS EVALUATED ON THE ASCA NATIONAL STANDARDS:

- a. _____ Determines guidance priorities based on local assessed needs.
- b. _____ Formulates measurable objectives from identified needs and priorities.
- c. _____ Formulates specific tasks relating to achieving objectives.
- d. _____ Serves all students at the prevention level.
- e. _____ Coordinates a continuing evaluation of the program.
- f. _____ Coordinates with the appropriate administration to achieve items a-e.

THE SCHOOL COUNSELOR COORDINATES GUIDANCE AND COUNSELING PROGRAM BY:

- a. _____ Communicating the curriculum based on Content Standards and Benchmarks.
- b. _____ Working with other staff members to encourage the inclusion of a student-oriented philosophy in all school activities.
- c. _____ Helping to integrate the guidance and counseling program within the total school program.
- d. _____ Communicating with parents and community about services available within the guidance and counseling program.
- e. _____ Learning about available school and community resources.

THE SCHOOL COUNSELOR PROVIDES INFORMATION AND FACILITATES GUIDANCE ACTIVITIES FOR STUDENTS, STAFF, AND PARENTS BY:

- a. _____ Assisting others in their understanding of personal and social development.
- b. _____ Serving as a resource to facilitate groups and make presentations on pertinent issues.
- c. _____ Providing prevention strategies which address current issues such as chemical dependency, teen pregnancy, suicide, dropping out, and various forms of abuse.
- d. _____ Conducting activities on educational and career themes.
- e. _____ Conducting orientation/training programs for students, parents, and staff.
- f. _____ Interpreting test results to students, parents, and staff.

THE SCHOOL COUNSELOR SERVES AS CONSULTANT TO THE SCHOOL AND COMMUNITY BY:



- a. ____ Providing mediation for changes in behavior and conflict resolution.
- b. ____ Serving as a liaison for issues pertinent to the learning environment of the school.
- c. ____ Supporting staff with assistance in developing rapport with students to maximize learning by reducing the impact of learning barriers
- d. ____ Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate.
- e. ____ Providing information to parents and students to aid in their understanding of educational goals and barriers to learning
- f. ____ Providing resource materials and expertise dealing with issues affecting students, staff, and family
- g. ____ Providing information about appropriate community resources or organizations which provide services to students and their families

THE SCHOOL COUNSELOR PROVIDES INDIVIDUAL AND GROUP COUNSELING BY:

- a. ____ Providing crisis intervention.
- b. ____ Using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual
- c. ____ Providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning
- d. ____ Making referrals to school and community resources when necessary.

THE SCHOOL COUNSELOR UPHOLDS THE STANDARDS OF THE SCHOOL COUNSELING PROFESSION BY:

- a. ____ Meeting the state competency standards and the requirements for preparation.
- b. ____ Participating in the development of policies concerning guidance and counseling.
- c. ____ Keeping informed about developments and innovation with the profession at the local, state, and national levels.
- d. ____ Following the legal and ethical standards of the school counseling profession.
- e. ____ The school counselor understands the cultural relationships issues and trends in a multicultural society as to culture, ethnicity, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious beliefs, socioeconomic status and unique characteristics of individuals, and families.
- f. ____ The school counselor is able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

I verify that _____ has completed _____ supervised hours in a professional school counseling setting.

School supervisor name: _____ Date _____

Please print

Supervisor Signature _____



Comments:

TO BE COMPLETED BY THE SCHOOL COUNSELING CANDIDATE:

A formal conference with the Student Supervisor/evaluator will be/was held on (date)_____.

I acknowledge each of the characteristics from the evaluation above was discussed, and specific suggestions were recommended. I understand my signature below does not necessarily mean I agree with the evaluation. I realize I may respond to the evaluation, in writing, within 10 calendar days.

Counselor Candidate Name:_____

Counselor Candidate Signature:_____

Comments:



10.3 STUDENT SUPERVISOR FINAL EVALUATION FORM

Student Supervisor Final Evaluation

PERFORMANCE EVALUATION SCHOOL COUNSELOR FINAL

School Counselor Candidate Name: _____ Date: _____

Code: U=Unsatisfactory S=Satisfactory O=Outstanding N/O=Not Observed

THE SCHOOL COUNSELOR CANDIDATE IS EVALUATED ON THE ASCA NATIONAL STANDARDS:

- a. ____ Determines guidance priorities based on local assessed needs.
- b. ____ Formulates measurable objectives from identified needs and priorities
- c. ____ Formulates specific tasks relating to achieving objectives.
- d. ____ Serves all students at the prevention level.
- e. ____ Coordinates a continuing evaluation of the program.
- f. ____ Coordinates with the appropriate administration to achieve items a-e.

THE SCHOOL COUNSELOR COORDINATES GUIDANCE AND COUNSELING PROGRAM BY:

- a. ____ Communicating the curriculum based on Content Standards and Benchmarks.
- b. ____ Working with other staff members to encourage the inclusion of a student- oriented philosophy in all school activities.
- c. ____ Helping to integrate the guidance and counseling program within the total school program.
- d. ____ Communicating with parents and community about services available within the guidance and counseling program.
- e. ____ Learning about available school and community resources.

THE SCHOOL COUNSELOR PROVIDES INFORMATION AND FACILITATES GUIDANCE ACTIVITIES FOR STUDENTS, STAFF, AND PARENTS BY:

- a. ____ Assisting others in their understanding of personal and social development.
- b. ____ Serving as a resource to facilitate groups and make presentations on pertinent issues.
- c. ____ Providing prevention strategies which address current issues such as chemical dependency, teen pregnancy, suicide, dropping out, and various forms of abuse
- d. ____ Conducting activities on educational and career themes.
- e. ____ Conducting orientation/training programs for students, parents, and staff.
- f. ____ Interpreting test results to students, parents, and staff.

THE SCHOOL COUNSELOR SERVES AS CONSULTANT TO THE SCHOOL AND COMMUNITY BY:

- a. ____ Providing mediation for changes in behavior and conflict resolution.
- b. ____ Serving as a liaison for issues pertinent to the learning environment of the school.



- c. ____ Supporting staff with assistance in developing rapport with students to maximize learning by reducing the impact of learning barriers
- d. ____ Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate.
- e. ____ Providing information to parents and students to aid in their understanding of educational goals and barriers to learning
- f. ____ Providing resource materials and expertise dealing with issues affecting students, staff, and family
- g. ____ Providing information about appropriate community resources or organizations which provide services to students and their families

THE SCHOOL COUNSELOR PROVIDES INDIVIDUAL AND GROUP COUNSELING BY:

- a. ____ Providing crisis intervention.
- b. ____ Using appropriate interventions in situations to the physical, mental, educational, and emotional well-being of the individual
- c. ____ Providing support to individuals by addressing detrimental topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning
- d. ____ Making referrals to school and community resources when necessary.

THE SCHOOL COUNSELOR UPHOLDS THE STANDARDS OF THE COUNSELING PROFESSION BY:

- a. ____ Meeting the state competency standards and the requirements for preparation.
- b. ____ Participating in the development of policies concerning guidance and counseling.
- c. ____ Keeping informed about developments and innovation with the profession at the local, state, and national levels.
- d. ____ Following the legal and ethical standards of the counseling profession.
- e. ____ The counselor understands the cultural relationships issues and trends in a multicultural society as to culture, ethnicity, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious beliefs, socioeconomic status and unique characteristics of individuals, and families.
- f. ____ The counselor is able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

I verify that _____ has completed _____ supervised hours in a professional counseling setting.

Student Supervisor name: _____ Date _____

Supervisor Signature _____



Comments and Recommendations:

TO BE COMPLETED BY THE SCHOOL COUNSELING CANDIDATE:

A formal conference with the Student Supervisor/evaluator will be/was held on _____. I acknowledge each of the characteristics from the evaluation above was discussed, and specific suggestions were recommended. I understand my signature below does not necessarily mean I agree with the evaluation. I realize I may respond to the evaluation, in writing, within 10 calendar days.

School Counselor Candidate Name:_____

Date: _____

School Counselor Candidate Signature:_____

Comments and Plans for Growth: