

School Counseling Internship Manual

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Department of Counselor Education

Radford University

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Table of Contents

Letter from the Faculty of Counselor Education -----	3
An Introduction to School Counseling Internship -----	4
Application Procedures -----	4
Prerequisites -----	4
Professional Liability Insurance-----	5
Contracts -----	5
Standards for Supervised Experiences -----	6
Goals of Internship -----	7
Supervision -----	9
School Counseling Internship Supervisors -----	9
School Counseling Onsite Supervisors -----	9
Qualifications of School Counseling Onsite Supervisors -----	9
Responsibilities of School Counseling Onsite Supervisors -----	9
University Faculty Supervisor -----	10
Specific Responsibilities of the University Faculty Supervisor -----	11
What the Intern Can Expect From the University Faculty Supervisor -----	11
Requirements and Responsibilities of School Counseling Interns -----	12
Specific Requirements and Responsibilities of School Counseling Interns -----	12
Evaluation of School Counseling Interns -----	12
Ethical Considerations -----	13
Specific Ethical Considerations for School Counseling Interns -----	13
Professional Expectations of School Counseling Interns -----	14
Statement of Academic Honor and Personal Integrity -----	14
Administrative Removal -----	14
Appendix A: School Counselor Intern and On-Site Supervisor Information -----	15
Appendix B: On Site Supervision Contract -----	16
Appendix C: School Counselor Intern Contract -----	17
Appendix D: School Counselor Intern Evaluation of On-Site Supervisor -----	18
Appendix E: School Counselor Intern Evaluation of Internship Site -----	20
Appendix F: Site Supervisor’s Final Foundations, Contextual Dimensions, and Practice Evaluation of School Counselor Intern -----	21
Appendix G: Site Supervisor’s Final Evaluation of School Counselor Intern Professional Dispositions -----	22
Appendix H: School Counselor Intern Final Documentation of Internship Hours and Supervision -----	26
Appendix I: Affirmation and Acknowledgement of Risk -----	30

Dear School Counseling Student,

Welcome to the culminating experience of your Master's Degree program in counselor education at Radford University. Having completed courses in the foundation of counseling and practicum courses, you are now ready for the internship experience.

This manual provides a guide for you concerning the responsibilities and requirements of interns and supervisors as it relates to this internship experience. You are responsible for reading and understanding the specific assignments and expectations of an intern. If you have any questions, please contact your university supervisor for clarification.

Internship is your first professional experience as a counselor and it is expected that you will function with the highest standards of professionalism, including physical appearance, adherence to ethical codes, and respect for the students in your care. Functioning with high standards includes maintaining a professional demeanor, not only at the internship site, but also with your university supervisor and fellow interns. It also means you keep an open mind to feedback and suggestions from your supervisors, as well as, you provide meaningful feedback to other interns enrolled in your university supervision group.

Internship builds on all other courses you have completed and will help you to expand and refine counseling skills you have developed in earlier practicum experiences. In addition, you are expected to improve your abilities in the areas of case conceptualization and the implementation of integrated and theoretically sound counseling interventions.

Please provide suggestions concerning the usefulness of this manual and areas in which it can be improved. Your input will be used in developing future editions of the internship manual.

Best wishes,

Faculty of the Department of Counselor Education

Introduction to School Counseling Internship

Application Procedures

Forms:

Students who have completed the prerequisites for internship are expected to submit an internship application to the Department of Counselor Education by the deadline announced each semester, which will be sent via email to your Radford email. **Students should apply the semester preceding the semester they wish to actually participate in the internship (i.e., Fall semester internship must be applied for the previous Spring semester; Spring internship must be applied for the previous Fall semester).** Applications are available online at the counselor education (COED) website under the clinical information link. The applications must be approved by your advisor before being processed by the College of Education and Human Development field placement office.

Application Procedures:

1. Complete Part 1 of the Internship Application, include an unofficial transcript, and turn into your advisor (this application is its own link located on the COED website under the clinical information link).
2. Complete the School Counseling Intern and On-Site Supervisor Information (**Appendix A** in the School Counseling Internship Manual (located on the COED website under the clinical information link); include supervisor's resume and then turn into your advisor.
3. Complete any other procedures required by your site supervisor and/or university internship supervisor.

Prerequisites:

It is the student's responsibility to determine if the necessary prerequisites for internship have been completed. The following courses must be successfully completed before beginning internship:

COED 610: Human Growth and Development

COED 611: Introduction to Counseling Theories and Techniques

COED 612: Professional, Ethical, and Legal Issues in Counseling

COED 614: Group Counseling Theories and Techniques

COED 617: Introduction to Professional School Counseling

COED 641: Practicum: Individual Counseling Techniques

COED 642: Practicum: Group Counseling Techniques

Professional Liability Insurance:

You are **required** to obtain professional liability insurance before you begin your internship, and will need to bring proof of it to your university internship supervisor before you begin. There are several economical options for obtaining professional liability insurance at student rates:

Lockton Affinity LLC-affiliated with the National Board for Certified Counselors (NBCC) for \$18 a year:

<http://locktonmedicalliabilityinsurance.com/nbcc/>

<http://www.nbcc.org/insurance>

HPSO-affiliated with the American Counseling Association (ACA) for \$38 a year; **without** having to join ACA:

<https://forms.hpsoc.com/mustela/site?productName=HCI#QuickQuote>

Contracts

On-Site Supervision Contract:

Students are expected to complete the on-site supervision contract (**see Appendix B**) with their on-site supervisor. This should be completed no later than the first week of internship and turned in to your university internship supervisor.

School Counselor Intern Contract:

You need to complete a contract with your university internship supervisor (**see Appendix C**). This contract is confirmation that you have read and agree to: (1) follow the *Code of Ethics and Standards of Practice* as set forth by the *American School Counselor Association* (ASCA, 2016) and the *American Counseling Association* (2014, ACA); (2) read and understand all aspects of this *School Counseling Internship Manual*, and (3) have obtained professional liability insurance.

Standards for Supervised Experiences

CACREP 2016 Standards outline the following requirements for entry-level professional practice and internship (CACREP 2016 Standards 3.A. – 3.E. and 3.J. – 3.M.):

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (*CACREP 2016 Standard 3.A.*).
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (*CACREP 2016 Standard 3.B.*).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of student's practicum and internship (*CACREP 2016 Standard 3.C.*).
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (*CACREP 2016 Standard 3.D.*).
5. 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 (*CACREP 2016 Standard 3.E.*).
6. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (*CACREP 2016 Standard 3.J.*).
7. Internship students complete at least 240 clock hours of direct service (*CACREP 2016 Standard 3.K.*).
8. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (*CACREP 2016 Standard 3.L.*).
9. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (*CACREP 2016 Standard 3.M.*).

Goals of Internship

The internship experience is designed to prepare school counseling students to be competent in the use of counseling skills and strategies which are grounded in sound theoretical knowledge and understanding. Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Specific goals of the internship experience include meeting the following *CACREP 2016 Standards* for the preparation of professional school counselors:

Foundations (CACREP 2016 Standards 5.G.1.a. – 5.G.1.e.):

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

Contextual Dimensions (CACREP 2016 Standards 5.G.2.a. - 5.G.2.n.):

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counselor roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral services
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

Practice (CACREP 2016 Standards 5.G.3.a. – 5.G.3.o.):

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in schools
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college success
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

Supervision

The Nature of Supervision:

Supervision is one of the most essential aspects of the internship experience. It provides the intern with information concerning his/her/zir performance, case conceptualization, use of developmentally appropriate interventions, and understanding how self-awareness plays a role in the counseling relationship.

School Counseling Internship Supervisors:

School counseling interns have two supervisors who work with them during the internship experience: an on-site supervisor and a university supervisor. Students sign a contract with and are accountable to both supervisors (**Appendices B and C in this Internship Manual**).

School Counseling On-Site Supervisor:

The school counseling on-site supervisor provides experiences and information that inform the intern of the responsibilities and roles of a school counselor. The on-site supervisor assists the intern in learning the procedures and regulations that are part of the school environment and affect counselor functioning.

Student interns need to communicate continually with their on-site supervisors. Interns who wish to confer with an outside agency concerning students, or administer tests, need to receive approval from the on-site supervisor. Students are expected to meet with the on-site supervisor for supervision throughout the semester to determine the quality of an intern's performance, and professional functioning at the internship site.

Qualifications of School Counseling On-Site Supervisors:

CACREP 2016 Standards (*Standard 3.P.*) require that the on-site supervisor meet the following qualifications to supervise counseling interns:

1. A minimum of a master's degree, preferably in counseling or a related profession
2. Relevant certifications and/or licenses
3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision

Responsibilities of School Counseling On-Site Supervisors:

The specific responsibilities of the school counseling on-site supervisor are:

1. To plan a minimum of one (1) hour per week of individual supervision, throughout the internship.
2. To provide an atmosphere of trust and support to encourage and enhance the professional growth and maturity of the intern.
3. To provide information and knowledge that is helpful to the intern in effectively carrying out the therapeutic process and learning the roles and responsibilities of a school counselor.
4. To assist the intern in exploring intrapersonal and interpersonal issues which impact (positively or negatively) on his/her/zir counseling performance.
5. To encourage and facilitate the development of the intern's assessment and counseling skills.
6. To review cases and case materials (via live observation, audio/videotape, or oral report) and to provide feedback regarding case conceptualization and case management.
7. To share clinical expertise and skills in a way which will enhance the intern's learning as well as his/her/zir use of self in the therapeutic process.
8. To respect the individuality of the intern and his/her/zir present level of development.
9. To contact the University Faculty Supervisor when issues develop which impede the supervisory process.
10. To recommend personal counseling or other interventions for the intern when personal issues appear to affect his/her/zir counseling performance.
11. To maintain confidentiality about the supervisory process.
12. To maintain a collaborative supervisory relationship with the intern which encourages continual feedback concerning the intern's progress, and when necessary, re-negotiating of goals.
13. To assist the intern in refining consultation and coordination skills.
14. To encourage the intern to develop a philosophy of counseling and professional practice as a professional school counselor.
15. To submit a written evaluations of the intern after the intern has completed the internship.
16. To read the counseling supervision article provided by the school counseling intern.
17. To complete **Appendices F, G, and H** in this Manual at the end of the internship.

University Faculty Supervisor:

A University Faculty Supervisor is assigned to each intern and helps the intern assess his or her progress during the internship. The University Supervisor is a faculty member in the Department of Counselor Education who takes the major responsibility for assessing and monitoring the progress of the student during internship. Each regular or adjunct program faculty member who provides internship supervision must have the following per ***CACREP 2016 Standards (Standard 3.N.)***:

1. Relevant experience
2. Professional credentials
3. Counseling supervision training and experience.

Specific Responsibilities of the University Faculty Supervisor:

The specific responsibilities of the university faculty supervisor are:

1. To meet weekly with the school counseling intern for supervision.
2. To provide training concerning the scope and standards of practice.
3. To review program and school-site appropriate audio/visual/ counseling sessions, and/or live supervision, and provide feedback and recommendations concerning case conceptualization, counseling interventions, and counselor/student relationship issues.
4. To work collaboratively with the intern and on-site supervisor to remediate deficiencies in counseling skills or knowledge areas of the intern.
5. To help interns further refine use of counseling techniques and skill level.
6. To assist interns in developing an integrated philosophy and style of counseling.
7. To encourage the use of consultation skills among interns during group supervision as a method of providing feedback to each other concerning internship cases.

What the School Counseling Intern Can Expect From the University Faculty Supervisor:

The University Faculty Supervisor expects interns to familiarize themselves with the requirements of internship and seek clarification if needed. Students will meet once a week with the University Faculty Supervisor for group supervision. Individual supervision meetings may be scheduled as needed. Group supervision sessions last from 1 ½ to 3 hours weekly. Students are encouraged to seek assistance from their University Faculty Supervisor when needed in addition to the weekly scheduled supervision meetings. Your University Faculty Supervisor is available to you in order to support your personal and professional development as a P-12 school counselor.

Requirements and Responsibilities of School Counseling Interns

Internships carry variable credits from three to nine academic credits. This means that a school counseling intern may register for up to nine hours of internship, during the course of their academic program. Each three-credit internship involves completing 300 hours of supervised practical experience in an appropriate school setting. Two 300-hour internships are required to complete a master's in school counseling. The following list describes specific parameters of internship and the responsibilities of the intern.

Specific Requirements and Responsibilities of School Counseling Internship Students:

1. Complete 600 hours of school counseling internship (i.e., 300 per semester).
2. A minimum of 240 hours at the internship sites must involve direct contact (classroom guidance, individual or group counseling). The remaining 360 hours at the internship site should be spent in other activities that help you learn the responsibilities and roles of counselors; including the academic, career, and personal/social development of P-12 students.
3. Each internship lasts 15 weeks (duration of a semester) which means students need to spend at least twenty hours per week at the internship site. It is suggested that students begin their internships at the beginning of the first week of a semester to insure that they obtain the needed hours for internship.
4. The intern meets with the University Faculty Supervisor once a week for group supervision.
5. The intern has a formal supervision meeting with the On-Site Supervisor for one hour per week.
6. The school counseling intern is required to have **Appendices A, B, and C completed for the University faculty Supervisor at the first class-supervision meeting.**
7. Interns will be required to evaluate their on-site supervisor and overall internship site at the conclusion of the internship (**Appendices D and E**).
8. The school placement has a different calendar than Radford University. There are different breaks, start and end dates, and holidays. As a school counseling intern, you are expected to follow both calendars. You are a professional in the school and need to be there when it is open.

Evaluation of School Counseling Interns:

To successfully complete internship, students are asked to fulfill specific assignments that are designed to assist them in developing the skills, knowledge, and self-awareness needed to function as a professional counselor. It is a process that will, in most cases; result in the development of competent professional school counselors. Your efforts during the internship process will determine the level of accomplishment you have achieved at the end of internship. The following list describes specific assignments, which will be used to determine your grade for the internship.

Grades are assigned using an A-F scale and are based on the quality of your work in the following areas:

1. Attending and actively participating in individual and group supervision meetings.
2. Providing your university faculty supervisor with program and school-site appropriate audio/videotapes of individual and group counseling sessions throughout the length of the internship, if requested by the university faculty supervisor. The university faculty supervision may also choose to visit the school internship site and perform live supervision of a school counseling intern's work with children and adolescents.

3. Keeping accurate records which include daily logs and documentation of supervision. This will be specific to the requirements of your professor.
4. Documenting the specific activities of your internship and keeping accurate hours that specify the time you spent in counseling and other responsibilities at the internship site.
5. Demonstrating advanced counseling skills and techniques in work with children and adolescents.
6. Demonstrating the ability to apply counseling theory in assessing and planning interventions with children and adolescents.
7. Submitting all forms (i.e., Appendices in this Manual) when they are due, as stated above.
8. An intern will be assessed in terms of the quality and thoroughness of work submitted to the University Faculty Supervisor.

There are rare incidents when an internship ends early. Early separation may be site or student initiated, or a combination of both. The goal of an early separation is to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties and requires active consultation and participation of the supervising faculty member and/or clinical supervisor. Should problems arise, we strive to maintain positive working environments for the student and a positive working relationship with the site.

Students may be removed from internship for difficulties in academic performance. Academic performance includes demonstrated knowledge, technical and interpersonal skills, attitudes, and professional character. Students may also be removed from internship based on evidence of incapacity, incompetence, or unethical behavior. These are defined as:

Persistent limitations in interpersonal or social relationships characterized by frequent disruptions in collegial and/or client-therapist relationships, due to factors such as withdrawal, conflicts, inappropriateness, aggressiveness, or hostility; and

Persistent inability to carry out the professional functions of a counselor, characterized by frequent inability to be able to complete complex skills and techniques of the profession without assistance or direction.

Ethical Expectations:

All interns are required to adhere to the *Code of Ethics and Standards of Practice* as set forth by the *American School Counselor Association* (ASCA, 2016) and the *American Counseling Association* (2014, ACA).

Specific Ethical Considerations for School Counselor Interns:

1. Each intern is responsible for protecting the confidentiality of students/clients. Use only initials on written documents concerning students (case studies, tape analysis forms).
2. Obtain written permission from the student and parents or guardians of students to tape counseling sessions.
3. Interns must make sure that they obtain adequate consultation when working with student problems outside of their range of competencies.

Professional Expectations of School Counseling Interns:

Students are expected to conduct themselves as professionals at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site by adhering to the *Code of Ethics and Standards of Practice* as set forth by the *American School Counselor Association* (ASCA, 2016) and the *American Counseling Association* (2014, ACA).

Students should carry out the duties and responsibilities of their internship agreement to the best of their ability and meet with their supervisor to modify any aspect of the agreement which may become problematic. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the internship.

Administrative Removal:

An administrative removal occurs when a candidate is removed from the internship and/or counselor education program. Examples for which a candidate may be administratively removed include the following: (1) a pattern of unsatisfactory performance which is negatively impacting internship; (2) a single severe incident such as a serious violation of policies, conduct codes, or state law; or (3) unsafe or unprofessional behavior. Candidates may be administratively removed from internship at the request of the site supervisor, other school personnel, or chair of Counselor Education, or the Dean of the College of Education and Human Development.

The Chair of Counselor Education will work with the candidate to determine the next steps for completing the program and/or degree requirements. In most cases, a student will be placed on a Behavior Improvement Plan.

Statement of Academic Honor and Personal Integrity:

Students enrolled in internship are also expected to accept the following statements of minimal standards of personal and academic integrity and honesty approved by Radford University and the Department of Counselor Education:

By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. This class will be conducted in the strict observance of the Honor Code. Refer to your Student Handbook for further information and clarification.

Appendix A

Radford University: Department of Counselor Education Internship School Counseling Intern and On-Site Supervisor Information

Intern's Information

Intern's Name: _____ Student Number: _____

Address: _____
Street City State Zip

Phone (H): _____ Phone (W): _____ Email: _____

Semester and Year of Internship _____

Internship Site Information

Internship Site: _____

Address: _____
Street City State Zip

On-Site Supervisor's Information:

Supervisor: _____ Phone: _____

Email: _____ Graduate Institution: _____ Year: _____

Degree: _____ Major: _____

Licensure & Certification Status

Professional Licensure: _____ State: _____ # _____

Professional Licensure: _____ State: _____ # _____

Certification: _____ Organization: _____

Certification: _____ Organization: _____

Professional Experience

Current Position Title: _____ Years: _____

Previous Position Title: _____ Years: _____

Appendix B

Radford University: Department of Counselor Education Internship On-Site Supervision Contract

The faculty of Radford University's Counselor Education Department thanks you for agreeing to supervise our Internship student. To insure a complete understanding of the requirements of our program, please check that you have read and agree to the following:

- _____ I understand that this internship student requires 300 hours of work with 120 of those hours in direct client contact for this semester.
- _____ I agree to meet with this internship student for one hour per week for supervision.
- _____ I agree to participate in an RU faculty site visit.
- _____ I will complete the necessary student evaluations at the end of the internship
- _____ I agree to read the two supervision articles presented to me by the intern

Signatures

(If this is the first time that you are supervising an RU Intern, please attach your current Resume.)

On-site Supervisor

Date

Student

Date

Appendix C

Radford University: Department of Counselor Education Internship School Counseling Intern Contract

The intern is to sign and submit this Internship Counselor Contract to the assigned University Supervisor during the first week of internship. Please read the contract listed below and use it as a guide for your internship experience.

1. I have read, understand, and agree to follow the ethical standards of the American School Counselor Association (ASCA) and the American Counseling Association (ACA).
2. I have read the school counseling internship manual and understand the requirements of this internship.
3. I further understand that I am responsible and expected to attend all supervision sessions, fully prepared as specified in the course outline.
4. I currently carry my own professional liability insurance. **Please attach copy of policy.**

Counselor Intern Signature _____ Date _____

University Supervisor's Signature _____ Date _____

Appendix D

Radford University: Department of Counselor Education Internship Student Evaluation of On-Site Supervisor

Student Name:

Name of School/Agency: _____

Supervisor Name: _____

Course: _____ Internship COED 691 _____ Internship COED 692 _____ Internship COED 693

Please circle the appropriate response for each statement. For each item please use the following scale:

1 = Poor 2 = Average 3 = Strong 4 = Excellent N/A = Not applicable

My Supervisor....

- | | | | | | | |
|----|--|---|---|---|---|-----|
| 1. | explained his/her/zir role as a supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. | helped me to feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. | gave me feedback about my role as a counselor which was accurate and usable | 1 | 2 | 3 | 4 | N/A |
| 4. | helped me clarify issues which my client brought to the session | 1 | 2 | 3 | 4 | N/A |
| 5. | assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. | encouraged me to develop a plan to work with specific clients | 1 | 2 | 3 | 4 | N/A |
| 7. | modeled appropriate counseling techniques when necessary | 1 | 2 | 3 | 4 | N/A |

My supervisor helped promote....

- | | | | | | | |
|----|--|---|---|---|---|-----|
| 8. | my professional identity by encouraging membership in professional organizations | 1 | 2 | 3 | 4 | N/A |
| 9. | legal and ethical practice by discussing and by modeling appropriate ethical behaviors | 1 | 2 | 3 | 4 | N/A |

I felt....

10.	confident of my supervisor's skills	1	2	3	4	N/A
11.	my supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A
12.	my supervisor was committed to his/her role as a supervisor	1	2	3	4	N/A
13.	my supervisor motivated and encouraged me	1	2	3	4	N/A
14.	my supervisor served as an appropriate professional role model	1	2	3	4	N/A
15.	my supervision sessions allowed for both personal and professional growth	1	2	3	4	N/A
16.	my supervisor recognizes his/her own limitations	1	2	3	4	N/A
17.	my supervisor was genuine, congruent, empathetic, and honest	1	2	3	4	N/A

My supervisor helped me....

18.	to clarify my own ideas about counseling theory	1	2	3	4	N/A
19.	to focus on specific counseling strategies to assist the client	1	2	3	4	N/A
20.	to develop techniques to resolve conflict	1	2	3	4	N/A

Please use this space and the back of this page for additional comments.

Appendix E
Radford University: Department of Counselor Education
School Counseling Intern Evaluation of Internship Site

Student Name: _____

University Faculty Supervisor Name: _____

Name of Site Supervisor: _____

Name of School/Agency: _____

____ COED 691 (Elementary School) ____ COED 692 (Middle School) ____ COED 693(High School)

1	2	3	4	5
Very Satisfactory	Moderately Satisfactory	Neither Satisfactory Or Unsatisfactory	Moderately Unsatisfactory	Very Unsatisfactory

Please rate your experiences at your school site in the following areas using the scale provided:

- _____ Amount of on-site supervision
- _____ Quality and usefulness of on-site supervision
- _____ Ability to obtain overall internship hours
- _____ Ability to obtain direct contact hours with children and adolescents
- _____ Usefulness and helpfulness of on-site supervisor
- _____ Relevance of experience to career goals
- _____ Exposure to and communication of school goals
- _____ Exposure to and communication of school procedures
- _____ Exposure to professional roles and functions within the school
- _____ Exposure to information about community resources

Rate all applicable experiences that had at your school site using the same scale:

- _____ Report writing
- _____ Intake interviewing
- _____ Administration and interpretation of tests and assessments
- _____ Staff presentations and case conferences
- _____ Individual counseling
- _____ Group counseling
- _____ Family/couple counseling
- _____ Psychoeducational activities
- _____ Consultation
- _____ Career counseling and development

Appendix F

Radford University: Department of Counselor Education Site Supervisor's Final Foundation, Contextual Dimensions, and Practice Evaluation of School Counselor Intern

Student Name: _____ University Supervisor Name: _____

Name of Site Supervisor: _____

Name of School/Agency: _____

Course (Please Check One)

COED 691 (Elementary School) COED 692 (Middle School) COED 693(High School)

Thank you for choosing to provide your feedback on the school counseling intern you have supervised this semester. Your feedback is important to us. This form is designed to help supervisors provide feedback about the performance of interns at the completion of their experience. This form will become part of the intern's record for this course. Please answer each item using the scale provided. Space is provided at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

School Counseling Foundations, Contextual, and Practice Evaluation

5 = High	The professional counselor performs extremely well in this area; demonstrates advanced mastery of the skill. Counselors-in-training are not expected to perform at this level on most if any skills.
4 = High Average	The professional counselor's performance level is more than adequate in this area; consistently demonstrates competence and completing all components of the skill. Later counselors-in-training would be expected to perform at this level on many but not all skills. Beginning counselors-in-training would not be expected to perform at this level on most of any skills.
3 = Average	The professional counselor possesses adequate competence in this area. Later counselors-in-training would be expected to perform at this level or higher on the majority of skills.
2 = Low Average	The professional counselor possesses competence in this area but needs to improve performance (e.g., not consistently performing or not completing all components of the skill). Beginning counselors-in-training would be expected to be able to perform at this level on many basic helping skills.
1 = Low	The professional counselor clearly lacks competence in this area (e.g., skill is being ineffectively or incorrectly demonstrated. Developmentally, it is reasonable for beginning counselors-in-training to perform at this level on some skills, particularly more advanced skills.
NA = Not Assessed/ Not Applicable	The professional counselor has not performed or has not had supervisor observation of performance in this competency area. Alternatively, the professional counselor does not consider that the competency statement, guideline, or both are requisite to counseling performance.

Appendix G

Radford University: Department of Counselor Education School Site Supervisor's Final Evaluation of School Counselor Intern's Professional Dispositions

Professional Dispositions can be defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as counselors in training interact with clients, colleagues (i.e., other COED students and supervisors), and faculty (adopted from The National Council for Accreditation of Teacher Education: NCATE). Your instructor will utilize the *counseling dispositions* as goals that describe students' desired behaviors and attitudes as an outcome of their education and are related to real-world functioning (Johnson & Newman, 1996).

1. Openness to new ideas

1 Closed	2	3	4	5 Open
<p>Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.</p>	<p>Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.</p>		

2. Flexibility

1 Closed	2	3	4	5 Open
<p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or now effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Efforts to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>		

3. Cooperativeness with others

1 Uncooperative	2	3	4	5 Cooperative
<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities. Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities. Was willing to initiate compromise in order to reach group consensus. Showed concern for group as well as individual goals in collaborative activities.</p>		

4. Willingness to accept and use feedback				
1	2	3	4	5
Uncooperative		Cooperative		
Discouraged feedback from others through defensiveness and anger. Showed little or no evidence of incorporation of supervisory feedback received. Took feedback contrary to own position as a personal affront. Demonstrated greater willingness to give feedback than receive it.	Was generally receptive to supervisory feedback. Showed some evidence of incorporating supervisory feedback into own views and behaviors. Showed some defensiveness to critique through “over-explanation of own actions” – but without anger. Demonstrated greater willingness to receive feedback than to give it.	Invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. Demonstrated a balanced willingness to give and receive supervisory feedback.		
5. Awareness of own impact on others				
1	2	3	4	5
Uncooperative		Cooperative		
Words and actions reflected little or no concern for how others were impacted by them. Ignored supervisory feedback about how words and actions were negatively impacting others.	Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.	Effort toward recognition of how own words and actions impacted others. Initiates feedback from others regarding impact of own words and behaviors. Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.		
6. Ability to deal with conflict				
1	2	3	4	5
Unable		Able		
Was unable or unwilling to consider others' points of view. Showed no willingness to examine own role in a conflict. Ignored supervisory advisement if not in agreement with own position. Showed no effort at problem solving. Displayed hostility when conflicts were addressed.	Attempted but sometimes had difficulty grasping conflicting points of view. Would examine own role in a conflict when directed to do so. Was responsive to supervision in a conflict if it was offered. Participated in problem solving when directed.	Always willing and able to consider others' points of view. Almost always willing to examine own role in a conflict. Was consistently open to supervisory critique about own role in a conflict. Initiated problem-solving efforts in conflicts. Actively participated in problem-solving efforts.		
7. Ability to accept personal responsibility				
1	2	3	4	5
Unable		Able		
Refused to admit mistakes or examine own contribution to problems. Lied, minimized, or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.	Was willing to examine own role in problems when informed of the need to do so. Was accurate and honest in describing own and others' roles in problems. Might blame initially, but was open to self-examination about own role in problems.	Monitored own level or responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.		

8. Ability to express feelings effectively and appropriately				
1	2	3	4	5
Unable				Able
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting.</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate.</p> <p>Expressions of feeling usually appropriate to the setting – responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>	<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feelings in supervision.</p>		
9. Attention to ethical and legal considerations				
1	2	3	4	5
Inattentive				Attentive
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well-being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well-being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>	<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>		
10. Initiative and motivation				
1	2	3	4	5
Poor				Good
<p>Often missed deadlines and classes.</p> <p>Rarely participated in class activities.</p> <p>Often failed to meet minimal expectations on assignments.</p> <p>Displayed little or no initiative and creativity in assignments.</p>	<p>Missed the maximum allowable classes and deadlines.</p> <p>Usually participated in class activities.</p> <p>Met only the minimal expectations in assigned work.</p> <p>Showed some initiative and creativity in assignments.</p>	<p>Met all attendance requirements and deadlines.</p> <p>Regularly participated in class activities.</p> <p>Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p>		
Overall Counseling Dispositions:				/50

School Counselor Intern Dispositions Evaluation

Disposition Criterion	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Openness to new ideas.	1	2	3	4	5
Flexibility.	1	2	3	4	5
Cooperativeness with others.	1	2	3	4	5
Willingness to accept and use feedback.	1	2	3	4	5
Awareness of own impact on others.	1	2	3	4	5
Ability to deal with conflict.	1	2	3	4	5
Ability to accept personal responsibility.	1	2	3	4	5
Ability to express feelings effectively and appropriately.	1	2	3	4	5
Attention to ethical and legal considerations.	1	2	3	4	5
Initiative and motivation.	1	2	3	4	5
Total score					/50

Additional comments and/or suggestions

Signature of Site Supervisor _____

Date _____

Signature of University Supervisor _____

Date _____

Signature of Student Counselor _____

Date _____

Please return this particular form in a sealed envelope to the University Faculty Supervisor (via student) or mail the form to the attention of the University site supervisor at Radford University, P. O. Box 6994, Radford, Va. 24142.

Appendix H

Radford University: Department of Counselor Education School Counselor Intern Final Documentation of Hours and Supervision

Intern Name: _____

University Supervisor Name: _____

Name of Site Supervisor: _____

Name of School/Agency: _____

Length of Internship: Internship began _____ Internship ended _____

Course (Please Check One)

_____ COED 691 (Elementary School) _____ COED 692 (Middle School) _____ COED 693 (High School)

The On-Site and University Faculty Supervisor are requested to provide final documentation of internship hours and supervision throughout the term of the school counselor intern's internship experience. Per **CACREP 2016 Standards (Standards 3.J., 3.K., 3.L., and 3.M.)**, school counseling interns are required to have a specified amount of overall internship hours, direct hours with students and adolescents, and regular individual and group supervision. Please provide the following information:

On-Site Supervisor:

Number of overall (i.e., direct and indirect) internship hours completed by intern at school site:

Number of direct contact hours with children and adolescents by intern at school site:

Number of overall individual supervision hours provided by the on-site supervisor to the intern:

University Faculty Supervisor:

Number of group supervision hours provided by the faculty university supervisor to the intern:

On-Site Supervisor Signature

Date

University Faculty Supervisor Signature

Date

Appendix I

Radford University Affirmation and Acknowledgement of Risk

I, _____, affirm that I have read the College of Education and Human Development Department of Counselor Education Handbook (*The Bluebook*) and understand the nature of supervised clinical/fieldwork involving on-site, in-person activities in a professional setting and agree to abide by the policies in the aforementioned documents.

_____ I acknowledge that I am health to participate in a clinical or field-based experience and have not had COVID-19 symptoms (fever, cough, shortness of breath, excessive fatigue, muscle/body aches, headache, loss of taste, sore throat, congestion, nausea, vomiting, or diarrhea), tested positive, or been exposed to anyone with COVID-19 in the past 14 days.

_____ I acknowledge that Radford University Department of Counselor Education has explained to me the nature and physical demands of clinical/field/practicum experience and the potential risks, hazards, and dangers associated with it.

_____ I acknowledge that there are certain risks inherent in my participation in this clinical/field/practicum experience, including, but not limited to risks arising from:

- Unpredictable or violent behavior of certain patient/client populations served by the clinical/field/practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ I agree that it is my responsibility to understand and follow the clinical/field/practicum site's policies and procedures designed to identify and control risks, including safety and security procedures, bloodborne pathogen policies, and to meet the required immunizations which the clinical/field/practicum site may require or Radford University requires. I acknowledge that all risks cannot be mitigated and could result in my bodily injury and/or illness, up to and including death, and agree to assume those risks beyond the control of Radford University faculty and staff.

_____ I represent that I am otherwise capable, with or without accommodation(s), to participate in this clinical/field/practicum experience.

_____ Should I require emergency medical treatment as a result of an accident or illness arising during the clinical/field/practicum experience, I consent to such treatment. I acknowledge that Radford University does not provide health and accident insurance for clinical/fieldwork participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my university supervisor/Clinical/Field/Practicum Director or Coordinator if I have medical conditions about which emergency personnel should be informed.

_____ I acknowledge that I understand and will follow safe practices and protocols to include infection control standards as recommended by the Centers for Disease Control, Radford University Department of Counselor Education and my clinical/field/practicum site.

_____ I acknowledge that participation in this clinical/field/practicum experience is required by the program

for satisfactory progression, completion, and/or graduation from the program. I may postpone any clinical/field/practicum placement without academic penalty; however, I understand that non-completion of a clinical/field/practicum placement may delay program progression, completion, and/or graduation.

_____ I have fully informed myself of the contents of this affirmation by reading it before I signed it. I am of lawful age and legally competent to sign this affirmation and acknowledgement of risk. I assume my own responsibility of physical fitness and capability to perform the activities involved in the clinical/field/practicum experience. I understand if I have any questions as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the Department of Counselor Education Chair or the course instructor and the Radford University Center for Accessibility Services who will discuss possible accommodations.

I, _____, (Printed Name) have executed this this affirmation

and acknowledgement on _____ (Date).

Signature