

Practicum/Internship in School Counseling

Student and Supervisor

HANDBOOK

2017-2018 Academic Year



University of Iowa
College of Education
Department of Rehabilitation
and Counselor Education

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Practicum/Internship in School Counseling HANDBOOK

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Internship in School Counseling

Letter to Site Supervisor

Dear Colleague,

We would like to take this opportunity to thank you for participating in the practicum/internship experience for University of Iowa school counseling master's degree students. It would not be possible to educate students without your involvement and your expertise. This Handbook is designed as a guide for you in creating the most effective learning experience for school counseling students. This introduction will provide a brief overview of the CACREP standards and the University of Iowa's requirements concerning the internship experience.

During practicum/internship, CACREP standards require students to meet a 700 hour minimum, with students spending at one or two days per week in each school setting. More specifically, students will be completing a 100 hour practicum and at least 600 hours of internship. Internship students also attend regularly scheduled seminar/group supervision meetings as well as regularly scheduled individual supervision meetings with U of I university supervisors.

Providing information about what is expected from the practicum/internship experiences is the function of this Handbook. In addition, we will be offering regularly scheduled supervision webinar series designed to enhance and expand your supervision knowledge and expertise. The clinical coordinator will be in touch with you about the schedule and other important events. We hope it helps you during your supervisory experience.

Again, thank you for your involvement in the creation of the next generation of school counselors.

U of I School Counseling Program faculty,

Gerta Bardhoshi, Ph.D.
David Duys, Ph.D., Ph.D. Program Coordinator
Carol Klose Smith, Ph.D., Clinical Coordinator
Susannah Wood, Ph.D., MA Program Coordinator

University of Iowa

Practicum Internship 2016-2017 Academic Year Official University Calendar & Special Events

Fall Semester, 2017

August 21	Monday	Opening of classes
September 4	Monday	Labor Day University Holiday
November 5-7	Sunday-Tuesday	2017 ISCA Conference, Altoona, IA
November 20	Monday	Thanksgiving Recess
November 27	Monday	Classes resume
December 8	Friday	Close of fall semester classes ***
December 11	Monday	Beginning of examination week
December 15	Thursday	Close of examination week

Spring Semester, 2018

January 15	Monday	Martin Luther King University Holiday
January 16	Tuesday	Opening of classes
February 16	Friday	Plan of Study and Comp Exam Request **
February 23	Friday	Application for Degree on ISIS
March 11	Saturday	Beginning of Spring Break
March 19	Monday	Classes resume
March 22/23	Thurs/Friday	Comprehensive Exams
May 4	Friday	Close of second semester classes ***
May 7	Monday	Beginning of examination week
May 11	Friday	Close of examination week
May 11	Friday, TBA	University Commencement: Graduate College

** Graduating Students note: Comprehensive Exam requests must be submitted by February 17. You must also schedule a meeting prior to that date with your advisor to go over the paperwork. It is a good time to submit your application for degree on ISIS. This paper work is separate from the licensure process. Please do not wait until the last minute to finish this paper work.

*** Because CACREP requires many direct contact hours many students will be completing their internship hours the week of finals. If a site has the same Thanksgiving/spring break as The University of Iowa, the intern should continue working on indirect hours (reading, etc.) over the break. At those sites that do not have the same Thanksgiving/spring break interns may work during The University of Iowa break to make up required hours. It is highly recommended interns choose to participate in evening functions and work extra days to make up for days lost to potential illness, snow days, and the like.

M. A. in School Counseling Practicum/Internship

Evaluation of student progress: General information

As gatekeepers to the profession, both site supervisors and U of I supervisors have a duty to assist young professionals by being open and honest about their skills. The input of site supervisors is, of course, invaluable because they observe the student under conditions that the U of I supervisor cannot. Even though the U of I supervisor will observe the student during individual and group supervision and will listen to tapes, site supervisors have the unique opportunity to see the student in all aspects of practice in the school. Site supervisors' observations, expertise, and knowledge are valued and believed necessary to help the student with his or her growth as a counselor. In addition to feedback throughout the semester, site supervisors will provide an evaluation of the student in the middle and at the end of each semester (see Appendix F, G, and H).

It is important to mention, however, that no decision about a student is based solely on any one source of information or perspective. Additional sources of information and input are utilized for making decisions in the evaluation process. The most thorough and useful evaluation can be achieved when all parts of the process work together to evaluate the student's progress.

School Counseling Ethics

General

University of Iowa school counseling students complete coursework in counseling ethics during their first semester in 7C:200, Professional School Counselor. They learn basic information about ethical codes appropriate to school counseling practice (American Counseling Association and American School Counselor Association), ethical decision making, and ethical concerns common to school counseling (e.g., abuse, suicidal ideation, confidentiality). Please refer to Appendices A and B.

Confidentiality

Confidentiality issues are always important to clarify for all persons involved in the counseling setting. Practicum/Internship students will be directed to inform their clients that the information they share is confidential except in the following situations:

1. There is a danger to the client
2. The client is a danger to others
3. The client directs the Internship student to reveal the information
4. The Internship student is legally directed to do so

Internship students are also directed to notify the client that information will be shared with the site supervisor and U of I supervisors. Off-campus sites approved for practicum and internship placements must meet the same accessibility criteria, and utilize technology that meets or exceeds ACA requirements for security in order to have a student assigned.

Releases of information (to be provided at the beginning of each semester) must to be signed by the parents of the client involved to allow for video-audio recording of sessions to be reviewed by the U of I supervisor.

Documentation

Internship students will need a space to keep their records at the school. They are expected to keep notes on each session that they conduct with individual clients. They should also keep records of

any telephone conversations that they have with parents or agencies. These records will need to be stored in a safe place to ensure that access to them is not open.

Crisis information

Practicum/Internship students will be directed to report any suspected abuse situations to the Department of Human Services as per Iowa law. It is expected that the Practicum/Internship student first notify the site supervisor, and proceed through the guidelines of the individual school culminating in both the initial phone report and the follow-up written report which is submitted to the Dept. of Human Services. A copy of the written report filed with DHS also is sent to the site and U of I supervisor.

In the event that a client reports suicidal ideation, the Practicum/Internship student is directed to immediately notify the site supervisor, then to follow school guidelines. If the site supervisor is unable to takeover responsibility for the client at that moment, it is expected that the Practicum/Internship student will continue to observe the client until another adult has taken over responsibility for the client (i.e., parent, counselor, health care professional). The Practicum/Internship student is then to notify his or her U of I supervisor as well.

Supervisors

It is expected that students, University supervisors, and site supervisors will all adhere to ACA and ASCA ethical standards. In addition, both site and U of I supervisors should be familiar with and adhere to the ethical code of the Association for Counselor Education and Supervision (ACES).

Attendance

Students are expected to be at their site for the entire school day. Any time off during practicum/internship days will need prior approval by both the University Supervisor and the site supervisor. In cases of an emergency notification should occur as soon as possible.

M. A. in School Counseling Practicum

Introduction

The practicum experience is the first field placement for the master's level program for school counselors and follows successful completion of program course requirements. Each student has been approved for practicum by the program faculty and has completed a national background check through the University of Iowa, College of Education. All prior academic coursework and practical experiences are put to use during this portion of professional training.

Hours:

The practicum student is required to complete 100 hours during the course of the practicum experience. Students are required to spend one day each week at their practicum sites. Arriving late or leaving early is not encouraged. Hours worked by the practicum student are recorded throughout the experience. You will be expected to sign off on the hours at the end of the practicum experience. Students are required to complete 40 hours of direct work with students. These direct hours can be accumulated through one-on-one counseling, group counseling or classroom interventions. Direct hours can only be earned from interactions with students, parents, teachers, and administrators. Shadowing does not count toward this total. Active engagement by the practicum student is essential in learning the skills and tools necessary to become a competent professional. The remaining 60 hours may be spent on preparation, organization, shadowing, paperwork and supervision. These hours can be completed on or off-site throughout the semester.

Goal

At the completion of the practicum course, the student will have an understanding and will be able to perform the tasks and responsibilities of a school counselor at particular school settings. Since CACREP requires a ratio of 2:3 (direct versus indirect hours), it is expected that the student will spend a minimum of 40% of his or her time in direct contact with students, parents, or other school personnel.

Objectives

1. Demonstrate an understanding of the organizational dynamics of a K-12 school system and the school and community as a learning/growing environment for children and youth.
2. Demonstrate individual counseling effectiveness at the elementary and/or secondary school setting.
3. Demonstrate small group counseling effectiveness at the elementary and/or secondary school setting.
4. Develop, implement, and evaluate classroom guidance units at the elementary and/or secondary school setting.

5. Communicate effectively with counselors and personnel from other professional specialties at the school setting (e.g., school psychologist, school social worker, administrator) with respect to student growth and learning.
6. Demonstrate consulting effectiveness with teachers and/or family of clients at the elementary and/or secondary school setting.
7. Produce case conceptualizations for a client at an elementary and/or secondary school setting.
8. Demonstrate continued professional development through participation in workshops, professional organizations, and informal support groups.
9. Demonstrate an awareness of a consistent characteristic style of initiating and developing counseling and consulting relationships.
10. Communicate and effectively discuss crisis planning, crisis team preparation, and crisis communication.
11. Discuss and share information about prevention, mitigation and responses for various crisis situations found within the school setting.

M. A. in School Counseling Internship

Introduction

The internship is the culmination of the master's level program for school counselors and follows successful completion of program course requirements and Practicum in School Counseling (7C:300). All prior academic coursework and practical experiences are put to use during this portion of professional training. Each student completes two internship experiences; one at the elementary level and one at the secondary level. The internship (7C:321 and 07C:322) consists of supervised experiences in the school as well as individual and group supervision by U of I faculty.

Hours:

The internship student is required to complete 600 total hours during their two internship courses. Students are required to spend two consecutive days each week at their internship sites as a minimum. Arriving late or leaving early is not encouraged. Hours worked by the internship student are recorded throughout the experience. You will be expected to sign off on the hours at the end of the internship experience. Students are required to complete 240 hours of direct work with students. These direct hours can be accumulated through one-on-one counseling, group counseling, classroom interventions, advocacy and consultation. Direct hours can only be earned from interactions with students, parents, teachers, and administrators. Shadowing does not count toward this total. Active engagement by the internship student is essential in learning the skills and tools necessary to become a competent professional. The remaining 360 hours may be spent on preparation, organization, shadowing, paperwork, professional development and supervision. These hours can be completed on or off-site throughout the semester.

Goal

At the completion of the course, the student will be able to perform all of the tasks and responsibilities of a school counselor at particular school settings. At the end of each internship experience a student should be able to practice independently under supervision. Since CACREP requires a ratio of 2:3 (direct versus indirect hours), it is expected that the student will spend a minimum of 40% of his or her time in direct contact with students, parents, or other school personnel.

Objectives

1. Demonstrate an understanding of the organizational dynamics of both K-12 school system and the school and community in which it is located as a learning/growing environment for children and youth.
2. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
3. Demonstrate individual and small group counseling effectiveness at an elementary and/or secondary school setting.
4. Develop, implement and evaluate classroom guidance units effectively at an elementary and/or secondary school setting.

5. Demonstrates the ability to present a written and oral case conceptualization for counseling students at an elementary and/or secondary school setting.
6. Communicate effectively with counselors and personnel from other professional specialties at the school setting, e.g. school psychologist, school social worker, curriculum planner, and administrator, with respect to student growth and learning.
7. Demonstrate consulting effectiveness with teachers and/or family of student/clients at an elementary and/or secondary school setting.
8. Demonstrates awareness of school and community resources for referrals for students and families.
9. Ability to discuss knowledge of designing, implementation, management and evaluation of transitional programming across the academic settings.
10. Demonstrate continued professional development through participation in workshops, professional organizations, and informal support groups.
11. Demonstrate an awareness of his/her characteristic style of initiating and developing counseling and consulting relationships.
12. Demonstrate self-care strategies throughout the semester.

General Expectations for Practicum and Internship

As the Practicum/Internship is the culmination of the educational experience, the expectations of the student, the site supervisor, and the U of I supervisor are slightly different. It is expected that at the end of the 16-week experience the Internship student will essentially be functioning as an additional counselor at the school(s). The following expectations (following CACREP standards) are meant as guidelines.

Practicum/Internship: Expectations of the site supervisor

1. Assist the Internship student with observing, co-leading, and leading clinical experiences of a school counselor at either the elementary or the secondary level, including but not limited to:
 - Individual counseling (academic, career, personal/social)
 - Small group counseling
 - Classroom guidance
 - Consulting with parents, teachers, and other professionals
 - Participating in child study or assessment team meetings
 - Other activities outlined in the course syllabus (to be provided)
2. Provide the Internship student with one hour of individual supervision per week.
3. At the end of Internship, complete a final evaluation (see Appendix F, G, and H) and meet jointly with the Internship student and the U of I supervisor.
4. If a concern arises during Internship, address the concern with the student immediately. If the concern is not resolved, the U of I supervisor should be contacted.

Practicum/Internship: Expectations of the student

1. Spend one or two full days per week as a minimum at the assigned school settings.
2. Participate in all aspects of a school counselor's experience, including but not limited to the following:
 - Individual counseling (academic, career, personal/social)
 - Small group counseling
 - Classroom guidance
 - Consulting with parents, teachers, and other professionals
 - Participating in child study or assessment team meetings
 - Other activities outlined in the course syllabus (to be provided)
3. Meet with site supervisor for one hour every week for individual supervision.
4. Attend scheduled three hour seminar/group supervision meetings with the U of I supervisor.
5. Attend bi-weekly individual supervision with U of I supervisor.

Practicum/Internship: Expectations of the U of I supervisor:

1. Provide weekly or bimonthly one hour individual supervision sessions and regularly scheduled three hour seminar and group supervision to practicum/internship students.
2. Have regularly scheduled meetings with the site supervisor and the internship student.
3. Collaborate with the site supervisor and internship student to provide the best possible experience.

Appendix A

Summary of Ethical Guidelines for Counseling Supervisors Association for Counselor Education and Supervision Adopted: March 1993

Preamble

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

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

Ethical guidelines for counseling supervisors

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

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

- a) Observe ethical and legal protection of clients' and supervisees' rights;
- b) Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
- c) Establish policies, procedures, and standards for implementing programs.

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

Definitions of Terms:

Applied counseling settings – public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

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

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

Client Welfare and Rights

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

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

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

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

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

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

2. Supervisory Role

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

- a. Monitoring client welfare;
- b. Encouraging compliance with relevant legal, ethical and professional standards for clinical practice;
- c. Monitoring clinical performance and professional development of supervisees; and
- d. Evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

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

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

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

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

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

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

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

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

2.10 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor,

etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

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

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

2.13 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting for state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.14 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

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

3. Program Administration Role

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

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

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

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

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

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

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

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

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

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing students to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes should be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

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

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

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

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

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

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

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

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

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

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

Appendix B

Summary of Ethical Standards for School Counselors American School Counseling Association Adopted: June, 2004

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Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

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

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear

and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

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

A.8. Student Records

The professional school counselor:

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

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

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

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

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

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

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

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

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

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

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

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

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

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

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

A.11. Student Peer Support Program

The professional school counselor:

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

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

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

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

c. Respects the confidentiality of parents/guardians.

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

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

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

- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

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

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Appendix D

Consent to Audio/Video Tape

To Students and Parents,

_____ is a graduate student enrolled in the school counselor preparation program at the University of Iowa. She/he is completing her/his school counseling practicum/internship and will be conducting counseling sessions at the school. Her/his work is supervised at the University of Iowa by Dr. Carol Klose Smith, a faculty member in the Department of Rehabilitation and Counselor Education. Mr. Schuett may be reached by telephone at 319-335-5282 or E-mail at carol-smith@uiowa .edu

The Practicum/Internship counselor will be making audio or video tapes of some counseling sessions with selected students as part of her/his training. These tapes will be for training purposes only; therefore, they will be kept confidential. The tapes will only be shared with the counselor at the school, the student's university supervisor, and other internship counselors. Only the student's first name and the date of the meetings will be used for identification purposes. The tapes will be erased at the conclusion of the semester.

If you agree to have your child's counseling sessions recorded, please sign the consent form below.

Thank you for your consideration.

Sincerely,

Dr. Carol Smith

Carol Klose Smith

Clinical Associate Professor, UI School Counseling Program

I _____ the parent of _____ have read the Consent for Audio/Video Tape Recording form and agree to have all or part of my (or my child's) counseling sessions ____ audio or ____ video tape recorded (Please check beside each acceptable method of recording). I understand that I may withdraw consent at any time by notifying the School Counseling Intern, the school, or Dr. Smith. A withdrawal of consent will in no way impact the services your student will receive.

Signed: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Appendix F

The University of Iowa
 Department of Rehabilitation and Counselor Education
 RCE:5300 Practicum in School Counseling
 RCE:5321; RCE: 5322; RCE:5323 Internship in School Counseling

Final Log Cover Sheet

Please tabulate the indirect and direct hours for each week of internship. The cover sheet will need your site supervisor’s signature and your signature at the bottom. You may place the log sheets in my mail box in the department office, N 338 Lindquist Center.

Students Name _____
 Please Print

Site Supervisors Name: _____

Location: _____

Week	Direct Hours	Indirect Hours	Supervision Hours	Total Hours
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				

Week	Direct Hours	Indirect Hours	Total Hours
Week 12			
Week 13			
Week 14			
Week 15			
Week 16			
Week 17			
Week 18			
Week 19			
Week 20			

Direct Hours Total _____

Indirect Hours Total _____

Supervision Hours _____

Total Completed Hours _____

Student Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date

Appendix G

**The University of Iowa
Department of Rehabilitation and Counselor Education
School Counseling Program
Site Supervisors Mid-Term and Final Evaluation of the Practicum Student**

Date _____

Name of Student _____

Name of Practicum Site _____

Name of Practicum Site Supervisor _____

Please rate your practicum or internship student on the below categories. For each area indicate the performance of the student. The rating scale is as follows: NA (this aspect has not been observed); Unacceptable (performance has fallen below professional standards); expected (Performance has been at a level expected of a practicum or internship student); Advanced (the student has exceeded expectations and shown remarkable growth); and Exceptional (the student has been truly outstanding in their performance).

General Comments Regarding Student

	NA	Unacceptabl e	Expected	Advanced	Exceptional
Demonstrates a personal commitment to developing professional competencies					
Invests time and energy in becoming a counselor					
Demonstrates autonomy and independence					

Professional Work Ethic

	NA	Unacceptable	Expected	Advanced	Exceptional
Completes required paper work punctually and conscientiously					
Arrives on-time and departs at the end of the work day					
Projects a professional image and positive attitude					
Demonstration of ethical and legal requirements relative to counseling training and practice					
Demonstrates analysis and resolution of ethical dilemmas					

Self-Awareness

	NA	Unacceptable	Expected	Advanced	Exceptional
Accepts and uses constructive feedback to enhance self-development and counseling skills					
Engages in open, comfortable, and clear communication with peers and supervisor(s)					
Recognizes and articulates personal and professional strengths					
Recognizes and articulates personal and professional areas for growth					

Recognizes and takes responsibility of his/her deficiencies and actively works to overcome them with peers and supervisor(s)					
Collaboratively establishes goals for individual supervision					
Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise					

Clinical Counseling Skills

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain relationships in order to create a therapeutic alliance					
Creates a safe therapeutic environment					
Demonstration of therapeutic communication skills, which includes:					
1. Creating and maintaining appropriate boundaries within the counseling relationship					
2. Understanding the context of the client’s background on the presenting difficulty					
3. Responding to feelings – identification and appropriate response to the client’s feelings					
4. Congruence – genuineness, external behavior is consistent with internal affect					
5. Establishing and communicating empathy – taking the perspective and communicating it to the client without over identification					
6. Non-verbal communication – demonstrates effective use of head eyes, hands, feet, posture, voice, and attire					
7. Immediacy – the ability to stay in the here and now					
8. Timing – ability to read and respond at an optimal moment					
9. Intentionality – responding with a clear understanding of the counselor’s therapeutic intent					
Collaboration to establish clear therapeutic goals					
Relates appropriately to the content and addresses process of counseling sessions					
Demonstrates the use of techniques to facilitate movement toward client goals					
Demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting case					
Demonstrates willingness to increase knowledge (and implementation) of effective counseling strategies					
Demonstrates ability to organize and deliver group counseling					
Demonstrates the appropriate use of group strategies and techniques					

Knowledge and skill in counseling diverse client populations (GLBT, children, culturally diverse clients, males/females, people with disabilities, etc.)					
Demonstrates skills in consultation and collaborative services with parents, teachers, and administrators					
Organizes and plans systematic classroom guidance based on knowledge of the subject matter, pupils, the community and curriculum goals					
Creates a classroom learning environment that encourages positive social interaction, active engagement in learning, and self-motivation					
Adapt approaches to learning to meet the diverse needs of pupils, including those pupils with exceptionalities and disabilities					
Demonstrates a variety of verbal and non-verbal classroom management strategies					
Assists with the schools test administration process and procedures					

Overall preparedness for profession: Please provide an overall evaluation of the practicum/internship student on the scale below.

X - - - - - **X** - - - - - **X** - - - - - **X**
Unacceptable **Expected** **Advanced** **Exceptional**

Provide any additional comments from Practicum/Internship Site supervisor

Practicum Site Supervisor Signature _____ Date _____

Appendix H

**The University of Iowa
Department of Rehabilitation and Counselor Education
School Counseling Program
Mid-Term and Final Internship Supervisor Evaluation of Student**

Date _____

Name of Student _____

Name of Internship Site _____

Name of Internship Site Supervisor _____

Please rate your practicum or internship student on the below categories. For each area indicate the performance of the student. The rating scale is as follows: NA (this aspect has not been observed); Unacceptable (performance has fallen below professional standards); expected (Performance has been at a level expected of a practicum or internship student); Advanced (the student has exceeded expectations and shown remarkable growth); and Exceptional (the student has been truly outstanding in their performance).

General Comments Regarding Student

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates a personal commitment to developing professional competencies					
Invests time and energy in becoming a counselor					
Demonstrates autonomy and independence					

Professional Work Ethic

	NA	Unacceptable	Expected	Advanced	Exceptional
Completes required paper work punctually and conscientiously					
Arrives on-time and departs at the end of the work day					
Projects a professional image and positive attitude					
Demonstration of ethical and legal requirements relative to counseling training and practice					
Demonstrates analysis and resolution of ethical dilemmas					

Self-Awareness

	NA	Unacceptable	Expected	Advanced	Exceptional
Accepts and uses constructive feedback to enhance self-development and counseling skills					
Engages in open, comfortable, and clear communication with peers and supervisor(s)					
Recognizes and articulates personal and professional strengths					
Recognizes and articulates personal and professional areas for growth					
Recognizes and takes responsibility of his/her deficiencies and actively works to overcome them with peers and supervisor(s)					
Collaboratively establishes goals for individual supervision					
Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise					

Clinical Counseling Skills

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain relationships in order to create a therapeutic alliance					
Creates a safe therapeutic environment					
Demonstration of therapeutic communication skills					
Collaboration to establish clear therapeutic goals					
Relates appropriately to the content and addresses process of counseling sessions					
Demonstrates the use of techniques to facilitate movement toward client goals					
Demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting case					
Demonstrates willingness to increase knowledge (and implementation) of effective counseling strategies					
Demonstrates ability to organize and deliver group counseling					
Demonstrates the appropriate use of group strategies and techniques					
Knowledge and skill in counseling diverse client populations (GLBT, children, culturally diverse clients, males/females, people with disabilities, etc.)					
Demonstrates skills in consultation and collaborative services with parents, teachers, and administrators					
Organizes and plans systematic classroom guidance based on knowledge of the subject matter, pupils, the community and curriculum goals					
Creates a classroom learning environment that encourages positive social interaction, active engagement in learning, and self-motivation					
Adapt approaches to learning to meet the diverse needs of pupils, including those pupils with exceptionalities and disabilities					
Demonstrates a variety of verbal and non-verbal classroom management strategies					
Assists with the schools test administration process and procedures					

Overall preparedness for profession: Please provide an overall evaluation of the practicum/internship student on the scale below.

X ----- **X** ----- **X** ----- **X**
Unacceptable **Expected** **Advanced** **Exceptional**

Provide any additional comments about the performance of the Practicum/Internship student. If you provided an unacceptable rating above please explain.

Site Supervisor Signature _____

Date _____

Appendix I

Site Supervisor's Final Evaluation of Internship Student

University of Iowa School Counseling Program 7C: 321/322/323: Internship in School Counseling

We request that your final evaluation of the Internship student be in the form of a letter. Suggested areas of evaluation are included below for your convenience. We encourage you to also include areas for further growth for the intern during their spring semester.

1. Professionalism
2. Personal relations
 - a. with clients
 - b. with staff members
 - c. with supervisor
 - d. with parents
3. Skills
 - a. individual counseling
 - b. group counseling
 - c. classroom guidance
 - d. consultation
 - e. other
3. Knowledge about the field
 - a. principles and purposes
 - b. resources (tools and information)
4. Prognosis
 - a. promise in the field
 - b. limitations noted and/or growth needed

You may include any additional comments you feel are pertinent.

Please return to: Carol Klose Smith
Clinical Associate Professor
Department of Rehabilitation and Counselor Education
N 356 Lindquist Center
The University of Iowa
Iowa City, IA 52242

Appendix J

**Practicum/Internship Site Supervisor's Evaluation of the
University of Iowa School Counseling Program**

Please complete this at the end of the completed Internship experience and return it to the U of I supervisor along with the final student evaluation:

Excellent	Adequate	Unsatisfactory
<u>3</u>	<u>2</u>	<u>1</u>

Using the above scale, please rate the following aspects of being involved with the University of Iowa's school counseling Practicum/Internship.

1.	Professional preparation of U of I student	3	2	1
2.	Clarity of expectations	3	2	1
3.	Usefulness of required activities	3	2	1
4.	U of I student's contribution to the school	3	2	1
5.	U of I student's contribution to your counseling program	3	2	1
6.	Personal comfort in your role as a supervisor	3	2	1
7.	Availability of support or assistance from U of I	3	2	1
8.	Imposition on your time and services (3 means no imposition at all)	3	2	1
9.	Satisfaction with U of I student	3	2	1
10.	Satisfaction with supervisory experience	3	2	1

Please feel free to use additional space to answer these questions:

- A. What have been the most beneficial aspects of this supervisory experience?

- B. What difficulties, aggravations, or problems have you had to face during the year as a result of this supervisory experience?

- C. What recommendations would you make for improving the school counseling Practicum/Internship experience at the University of Iowa?

- D. What could we do to be more helpful?

Appendix K**INTERNSHIP IN SCHOOL COUNSELING
School Setting/Supervisor Evaluation**

Name of School _____ Name of Intern _____

Name of Site Supervisor(s) _____

Instructions: Write your thoughts and feelings about the school counseling internship setting where you were placed this semester (complete one form for each setting). The information will be used in selecting settings for interns in the future. Please write on the following topics and add any other information that you think will be useful. Return to your internship instructor with your Internship Log.

1. COMFORT: How comfortable did you feel in the school setting? Was there a balance in learning from the school counseling program and giving to the program?

2. SPACE: Was there adequate physical space (e.g., offices, classrooms, group rooms, etc.) to conduct your assigned school counseling activities?

3. OBSERVATIONS: Were you given adequate opportunity to observe a variety in professional school counseling activities?

4. PARTICIPATION: Were you given adequate opportunity to participate in a variety in professional school counseling activities?

5. VARIETY: Were you given access to a variety of students? presenting problems?

6. SUPERVISION: Did you meet with the field supervisor on a regular basis? Did you have ample time to discuss your observations and activities with the field supervisor? Was your supervisor helpful?