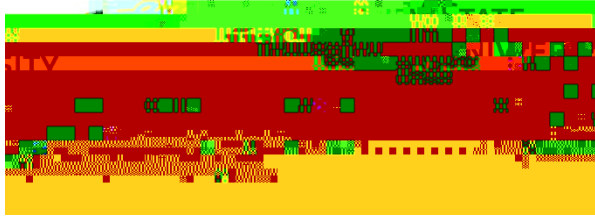


**School Counseling
Field Site Supervisor Handbook**

**Department Counseling, Educational Leadership, Educational and School
Psychology
College of Applied Studies
Wichita State University**

Last updated February 2019



Dear Site Supervisor,

Thank you for agreeing to supervise Wichita State University Counseling students in your professional setting as they embark on their journey toward becoming professional school counselor. Your willingness to work with this candidate will help support the growth and development of a new professional as they transition into the counseling field.

The purpose of this manual is to familiarize you with the essential elements of a practicum/internship experience in counseling through Wichita State University. This manual is intended to guide the site supervisory process and clarify the roles and responsibilities of the student, the university, the university instructor, and site supervisor as required by the national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). An orientation/training in supervision is required of site supervisors and an on-line PowerPoint training is available.

Best practices in training counselors as well as accreditation and licensure standards require counseling students have experience in real life counseling situations. Students must also be supervised by qualified school counseling providers.

The counseling faculty appreciate your willingness to provide the opportunity for our students to gain real world experience and your willingness to share your knowledge and experience with our students. We hope in return; the students provide valuable service to your school.

We welcome your ideas and suggestions and we work continually to improve the quality of our program, the quality of field experiences, and the working relationship between us.

Sincerely,

The Counseling Faculty at Wichita State University

Introduction to Practicum and Internship

Practicum and internship courses are one of the primary training experiences received by counseling students in the counseling program. Practicum and internship courses allow students to apply the knowledge and skills they have gained through academic study and training to the real world as the students develop as effective and professional counselors.

The site supervisor handbook serves as a resource for the field site experience. All forms required for practicum and internship are included in the appendices of this handbook. General syllabi are also available to supervisors upon request and provide information about broad requirements; however, individual instructors will provide specific information when necessary.

This manual is intended for the field site supervisors (practicum or internship supervisors) to help become familiar with the program policies and procedures. It should serve as a reference while supervising Wichita State Counseling Program practicum or internship students. The Wichita State University Graduate Catalog supersedes any information in this manual.

Practicum and Internship Coordinators

The Practicum/Internship Coordinators have clearly defined responsibilities that include: admissions to practicum and internships (checking pre-requirements should

internship than in practicum. In addition, internship students are also required to complete a minimum of 1 hour of individual supervision with their site supervisor each week.

Required Supervisor Qualifications

the American School Counseling Association (ASCA) located at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

9. The site supervisor will provide a mid-semester and final written evaluation of the student's knowledge, skills, and personal and professional development during each semester of the practicum and internship experience, using provided forms. The practicum or internship grade will reflect the evaluation of both the on-site and university supervisor, with the university supervisor having the final responsibility for grade assignment.
10. The site supervisor is strongly encouraged to initiate contact with the university instructor, or Practicum and Internship Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.
11. The site supervisor must be on site when the student is seeing clients. If the supervisor is off site there must be another licensed or responsible individual who can be available for the student if needed.

Responsibilities of the University

The WSU Counseling program will:

1. Provide a handbook describing the specific practicum/internship requirements.
2. Provide an average of 1.5 hours of weekly group supervision for practicum and internship.
3. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client and student intern needs as appropriate.
4. Provide opportunities for supervision training for site supervisors
5. Maintain periodic contact with the site supervisor to discuss the student's progress, each semester by a university practicum and internship supervisor for the purpose of meeting with the site supervisor.
6. Counsel, teach, train, and supervise using guidelines recommended by the American School

3. Review and sign intern's final Weekly Log to verify cumulative hours and activities.

Supervision Training

The counseling program at Wichita State University provides a required supervision training for all site supervisors. This training is on-line and provided free of charge to supervisors. It is expected to take approximately one hour. All site supervisors must complete the training prior to the supervision of students.

Additional Information

While our counselors-in-training have all the necessary forms for site supervisors in their Practicum/ Internship Handbooks, they are included here, as well.

At any time, a site supervisor can contact a counselor-in-training's faculty instructor, or the Practicum or Internship Placement Coordinator, to discuss student issues.

Student Practicum/Internship Ethics and Professional Behavior Agreement

Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum/internship instructor before beginning field experience.

Note: The attestation must be submitted by the student with the practicum/internship application. Applications are not complete until the form is submitted.

For the purposes of this document, *pending or previous investigations or adverse findings* refers to legal, ethical, or on-the-job circumstances that are or could reasonably be seen as related to counseling or educational practice.

Please check one of the following:

I attest that there are no pending or previous investigations or adverse findings regarding professional behavior related to counseling or educational practice.

I attest that there ARE pending investigations regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.

I attest that there has been investigation in the past regarding professional behavior with adverse findings regarding professional behavior related to counseling or educational practice. I acknowledge that I must meet with the department chair and the coordinator of practicum/internship prior to being permitted to enroll or to remain enrolled.

Please check one of the following:

I have completed a criminal background check upon admission to the program.

I have NOT completed a criminal background check upon admission to the program

Signature

Date

Printed Name: _____

WSU ID _____

Emergency and Crisis Management

This form must be completed for each semester of field placement and handed in on the first night of class. Practicum or Internship students must retain a copy. Please attach a copy of any emergency or crisis response documents.

Practicum student's work including an orientation to the field site and its policies and procedures.

Provide students with an opportunity to lead or co-lead a counseling or psychoeducational group

Provide a range of experiences to acquaint the Internship student with the various duties and responsibilities of a school counselor and provide oversight of the Internship student's work including an orientation to the field site and its policies and procedures.

Develop a weekly attendance and activity schedule with the Internship student based on a minimum of 20 hours weekly spent at the field site.

Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Internship students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Internship students who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.

Provide a written evaluation of the Internship student's progress at the midpoint and end of internship.

Collaborate with the designated faculty instructor for internship and School Counseling Coordinator regarding placement procedures and concerns.

The Internship student agrees to:

1. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
2. Develop a weekly attendance and activity schedule with the field site supervisor based on spending 20 hours weekly at the field site during practicum. Provisionally Licensed School Counselors may only count 20 hours weekly toward their internship, not their entire workweek.
3. Provide counseling and counseling-related services consistent with the Internship student's level of training and supervision and the assigned counseling role.
4. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The Internship student will follow established guidelines to ensure the security of recordings and will destroy all recordings after review.
5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
6. Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association and the American School Counseling Association.
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
8. Provide the Counseling Program with a renegotiated field placement agreement if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this agreement that the field site placement may terminate the WSU internship experience of the Internship student if, in the opinion of the

Student's WSU ID _____

Field Site Supervisor (print)

Field Site Supervisor Signature

Date

Internship Instructor (print)

Internship Instructor Signature

Date

Final Counseling Practicum/Internship Summary

Note: Completed at end of semester

This Summary must be completed by the Practicum/Internship student for each field experience course at the end of the semester. It is used by the CLES Department to provide documentation of supervised experience for accreditation and licensure review. Refer to your Weekly Activities Log for data.

Semester _____ Year _____

Practicum/Internship Student: _____ WSU ID: _____

Field Site Name (school or agency): _____

Field Site Address: _____

Dates effective from / / through / /

Total clock hours earned during this course (get this from Weekly Activities Logs)

Total Individual Hours: _____

Total Other Client + _____

Total Clock Hours: = _____ of direct

This a true accounting of the hours for my school counseling practicum/internship for _____ Semester, _____ Year

Practicum Student Signature

Date

Site Supervisor Name: _____

Site Name: _____

Site Supervisor Signature: _____

Date: _____

Practicum/Internship Field Experience Plan

Note: This document must accompany the field placement agreement and be filed with the practicum/internship instructor at the first class meeting.

Practicum/Internship Student: _____
(printed name)

Semester _____ Year _____

Field Site Name (school or agency): _____

Proposed schedule for Practicum student at field site placement:

Weekday	Times student is expected to be at field site (e.g., 8:00am-2:00pm)
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Receiving supervision (individual or group at the field site). Please specify which:

Assessment (e.g., test interpretation). Please specify types:

Other (describe):

Student (print)

Student Signature

Date

Field Site Supervisor (print)

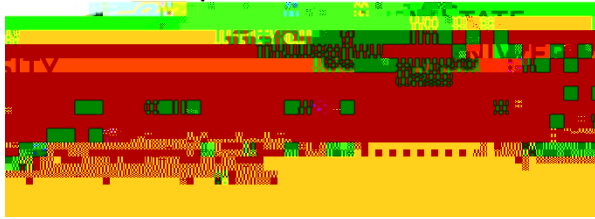
Field Site Supervisor Signature

Date

WSU Instructor (print)

WSU Instructor Signature

Date



To the client and/or the client's parent:

Your counselor is a counseling trainee enrolled in practicum/internship. Counseling trainees in practicum/internship have successfully completed most minimum training standards (e.g., CACREP, KSDE, ASCA, ACA standards) required to earn a graduate degree in counseling at Wichita State University. Consistent with these national standards, your counselor is supervised by multiple entities and is required to undergo rigorous evaluations based on counseling performance.

Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recorded tapes of counseling sessions. These tapes are intended to enhance their professional training and improve the services you or your child receive. Therefore, your counselor is asking your permission to record your counseling sessions for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2014). Congruent with the ACA Code of Ethics, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and

I agree to participate in counseling or allow my minor child to participate in counseling. Yes/No

I agree to taped counseling session(s) for the counselor trainee's evaluation. Yes/No

(Name of Client)

(Signature of Client)

(Date)

(Name of Counselor trainee)

(Signature of Counselor)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)

School

Direct Hours Include:

1. Individual Counseling
2. Group Counseling

Indirect Hours Include but Not Limited To:

1. Classroom Guidance
2. Consultation with Parents, Teachers, Administrators or Others

COUNSELING PRACTICUM SITE SUPERVISOR EVALUATION

This evaluation form is used to check competencies in the counseling practicum as observed by the practicum site supervisor. The form is completed by the site supervisor at minimum at midterm and end of semester. The form may be completed at any time the practicum site supervisor or the faculty instructor feels feedback and evaluation is appropriate and beneficial to the student.

The final practicum site supervisor evaluation is a required KSDE assessment.

Directions: This form is completed by the Site Supervisor.

Student Name: _____ WSU ID#: _____

Supervisor

the importance of continual lifelong professional development in maintaining and expanding these competencies and skills. _____

2. Understands how to implement a data-driven school counseling program. _____
3. Uses appropriate strategies in articulating and disseminating information on the role and function of the school counselor. _____
4. Engages in relevant professional development activities. _____
5. Demonstrates approaches and techniques for current needs, issues, and trends. _____

For Instructor use. Mean Score _____

Results Based School Counseling Program

1. Understands dissemination of information for program development and implementation to stakeholders. _____
2. Understands and uses appropriate community referrals. _____
3. Uses data to identify and effectively address the existing gaps between and among different groups of students. _____
4. Uses assessment of student needs as a basis for program development and implementation. _____
5. Uses appropriate research data, program evaluation methods and other appraisal methods in program evaluation. _____

For Instructor use. Mean Score _____

Human Growth and Development

1. Effectively uses knowledge and appropriate techniques of individual and family normal human growth and development and related behavior in intervening in client situations. _____
2. Applies knowledge and techniques in classroom lessons as well as individual and group counseling appropriate to the developmental stages of students. _____
3. Effectively uses knowledge of how social, cultural, ethnic and racial differences the development of clients. _____
4. Uses data-driven programs and interventions to enhance student character development and emotional learning* _____
5. Effectively uses knowledge of the dynamics of both normal and abnormal human growth and development in addressing students' needs using the multi-tier approach in counseling consultation, assessment, and referral _____

**includes resilience, perseverance, empathy, and self-discipline*

For Instructor use. Mean Score _____

Counseling Theory and Skills

3. Demonstrates skill in enhancing student decision-making, goal-setting, persona/social transitions and post-secondary planning. _____
4. Collaborates with other educators to implement college and career ready, social, character education and/or other curriculum designed to prepare students for high school academic and career success.

5. Understands the various programs, techniques, technology and methods of assessment for assisting students with career planning. _____

For Instructor use: Mean Score _____

Teaming, Consultation, Coordination

1. Engages in open, comfortable and clear communicati

Comments

What are this counseling student's strengths?

What recommendations for improvement do you have for this counseling student?

School Counseling Internship Site Supervisor Evaluation

Directions: This form is completed by the student.

Site Supervisor's Name: _____ Email: _____

- b) Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
 - c) Using concrete language to assist client.
 - d) Distinguishing personal feelings and opinions separately from the client's.
 - e) Displaying genuineness
2. **Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:**
- a) Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
 - b) Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
 - c) Using immediacy techniques to examine here-and-now relationship issues.
3. **Using modes of direct service intervention appropriate to role level, client needs, and site function:**
- a) Providing counseling services, including any appropriate services to the family of the client.
 - b) Planning and coordinating services for a client.
 - c) Co-leading or leading a client group.
 - d) Matching client with needed community services.
 - e) Making appropriate referrals and follow-up.
 - f) Acting as client's advocate.
4. **Formulating and implementing a plan to deal with a client problem:**
- a) Writing and discussing a plan of action and rationale for it.
 - b) Carrying out the steps of the plan in collaboration with the client.
 - c) Monitoring the plan with the client, exchanging feedback about the process.
 - d) Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
5. **Terminating and evaluating the counseling relationship:**
- a) Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
 - b) Identifying and assessing the effects of termination on self and client.
 - c) Identifying and assessing the client's movement toward agreed on goals and suggesting next steps

Becoming a Professional Counselor

This learning objective is demonstrated in the student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to (KSDE Standard 4.1.7-10.PS; 5.1.6-8.PS; 5.2.1-4.PS; 6.1.6-9.PS):

- 1. **Demonstrating a capacity for self-observation and self-awareness:**
 - a) Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity by using data and technology.
 - b) Examining and changing behaviors that interfere with successful work.
 - c) Exercising initiative in making counseling interactions and activities observable and subject to feedback.
- 2. **Using Counseling Supervisors for learning:**
 - a) Identifying initial learning needs and interests.

- b) Actively collaborating in formulating and updating a learning contract.
- c) Asking questions.
- d) Preparing work agendas.
- e) Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
- f) Discussing assignments, challenges, and problems openly with supervisor.

3. Applying content from counselor program courses in the placement site:

- a) Applying counseling skills, knowledge, and ethics in work

c) Identify and describe key organizations or institutions in the client's life and the

J	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	1	2	3	4	N / A
K	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	1	2	3	4	N / A

Overall, what would you identify as this student’s strengths?

What would you identify as areas in which the student could improve?

Would you recommend this student for employment or continued graduate studies?

Overall Evaluation: Based on the student's level of training and the above items, please evaluate the student's *overall professional competence* during this period? (Please circle **ONE** number.)

- 4 = Highly Effective
- 3 = Effective
- 2 = Developing
- 1 = Not Effective

Signature of Site Supervisor

Date

Signature of student

Date

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.