School of Education

SCHOOL COUNSELING PROGRAM

GUIDELINES

FOR

PRACTICUM AND INTERNSHIP

2015-2016

SCHOOL COUNSELOR CANDIDATES

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FIELD SUPERVISOR

SITE SUPERVISOR
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The School Counseling Program @ NYIT

Today’s school counselors provide much more than academic advisement and career guidance. Academic and social pressures, childhood, and the onset of adolescence can compel students to seek experienced, caring, professional counseling and guidance in the safety of their school environment. The next generation of school counselors needs the knowledge and skills to address the concerns of administrators, teachers, and families, to successfully meet the challenges and complexities of today’s diverse student populations.

The NYIT Masters of Science in School Counseling enables future counseling professionals to meet the growing needs of K-12 students by providing cutting edge instruction in effective interventions and academic, career, personal/social, and behavioral development. Candidates explore theory and research, gain an in-depth understanding of ethical practices, and acquire solid professional and interpersonal skills on which the effective practice of counseling is based. Course assignments are designed to provide tangible benefits for candidates and are related to their work in the schools. By the end of the program, degree candidates design and complete a portfolio of their academic work tailored to meet personal and professional needs.

- The coursework and experiential activities are focused specifically on counseling in the schools.
- The learning objectives are grounded in the Transforming School Counseling Initiative, CACREP 2009 Standards, and the American School Counselor Association’s National Model and standards
- The program of study is completed in a cohort structure with classes in delivered in face to face, on-line, and blended formats.
- Through a unique cross-disciplinary approach, candidates in school counseling share core courses with mental health, teacher education, and/or educational leadership students.
- Evidence-based practices, including data-driven decision making and comprehensive school counseling program development are core requirements.
- School based field experience assignments are assigned in each course prior to practicum.
- In the practicum experience, candidates are required to complete 100 hours at one school, including 40 hours of direct service, supervised by a tenured, certified, school counselor.
- A six hundred hour internship, including three hundred hours of direct service, is required of each student under supervision of a tenured, certified, school counselor. Program guidelines require each intern to have experiences in two school levels with a minimum of 100 hours in the second experience. Depending upon the primary placement, interns may allocate their time equally at each level (example 300 hours at the high school and 300 hours at the middle school).
Program Mission

The mission of the School Counseling Program is to prepare culturally competent, ethical and skilled school counseling professionals to meet the growing needs of students. The competency-based program prepares professional school counselors to deliver comprehensive programs that promote success for all students in the areas of academic, career and college readiness, and social-emotional development. Through advocacy, collaboration and teamwork, leadership, individual and group counseling, use of data and technology, school counselor candidates will be prepared to support, promote and enhance student achievement as agents of change and leaders in the profession.

Contemporary Trends and Models

*School counseling* is a profession that focuses on the relations and interactions between students and their school environment to reduce the effects of environmental and institutional barriers that impede student academic success. School counselors foster educational equity, access, and academic success in a rigorous curriculum to ensure that all students graduate from high school ready to succeed in college and careers.

The trained school counselor must be an assertive advocate creating opportunities for all students to pursue dreams of high aspirations. The counselor assists students in their academic, career, social, and personal development and helps them follow the path to success. The school counselor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to help each student succeed. The school counselor as consultant empowers families to act on behalf of their children by helping parents and guardians identify student needs and interests, and access available resources.

School counselors must address the issues, strategies, and interventions that will help close the achievement gap between the lowest performing students and their highest performing peers. School counselors are accountable and measure success by demonstrating how their activities contribute to increasing the numbers of all students completing school academically prepared to choose from a wide range of substantial postsecondary options, including college.

*Transforming School Counseling Initiative, Education Trust, 2009*

School Counseling is a helping process implemented by trained and credentialed personnel which involves a variety of strategies and activities that help students explore academic, career and personal/social issues which can impede healthy development or academic progress.

*American School Counselor Association, 2005*

When school counselors focus their efforts on the mission of school improvement they widen educational opportunities for every student and can positively impact student achievement.

*Stone & Dahir, 2010*

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

*American Counseling Association, 2010*
Professional School Counselor Competencies and Performance Indicators

The New York Institute of Technology School Counseling Program is organized around seven competencies which reflect the program’s beliefs about what school counselors should know and be able to do to successfully meet the challenges and priorities of 21st century schools and the diverse needs of today’s students. The program and course work utilizes the standards and practices of the Council for Accreditation in Counseling and Related Programs (CACREP) 2009 Standards and National Council for the Accreditation of Teacher Education (NCATE).

1. School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs.
   • Understand the relationship of the comprehensive school counseling program to the mission of the school and the instructional program.
   • Acquire the knowledge and skills to implement school counseling strategies in academic, career and personal-social development based on the National Standards for School Counseling Programs.
   • Use individual student planning, responsive services, classroom guidance and system support to deliver academic, career, and personal-social development competencies.
   • Demonstrate the knowledge and skills to help diverse student populations successfully prepare for and transition to postsecondary opportunities.
   • Utilize strategies to help students have a greater understanding of self and their interests, motivation, achievement, talents, and career goals.

2. School counselor candidates will acquire the knowledge and skills to consult and work collaboratively with faculty, administrators, parents/caretakers and community members to improve student success in school.
   • Become familiar with the community-based resources (e.g. mental health centers, community based organizations, business, service groups) to secure assistance for students and their families.
   • Demonstrate through verbal, written and presentation skills the ability to communicate with parents, faculty, administrators, and stakeholders.
   • Develop methods of working with teachers, administrators, parents/caretakers to advocate for improving student achievement, school climate, and student success.
   • Apply knowledge of systems theories to community and school relationships.
   • Understand the role of parents, school faculty and staff, and community members to support and inform the school counseling program.
   • Share knowledge of student development, behavior management, and learning theories with teachers and parents.
   • Design professional development activities for faculty and staff that address student growth and developmental needs.
3. School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting.
   - Demonstrate the appropriate use of counseling theories and techniques with students.
   - Use counseling skills and counseling processes that respect all aspects of diversity including race, ethnicity, cultural, religion, socio-economic differences, learning abilities, physical, mental or emotional disabilities and/or sexual orientation.
   - Use counseling strategies that will help students meet the high expectations of the New York State academic learning standards.
   - Become familiar with developing and implementing prevention and intervention plans for children and adolescents to address issues such as abuse, eating disorders, attention deficit hyperactivity disorder, depression, substance abuse, underachievement, etc.
   - Provide effective individual and group counseling to students that are developmentally appropriate.
   - Demonstrate brief and solution based strategic interventions as appropriate in a school setting.
   - Demonstrate the use of coping and resiliency skill building with students.

4. School counselor candidates will consult and collaborate with faculty and administrators to create safe and respectful school environments for diverse student populations.
   - Understand the influence of school climate on student success.
   - Participate in school initiatives to create a positive school environment.
   - Use skills to develop conflict resolution and peer-mediation programs.
   - Develop strategies to address student concerns around bullying, harassment, and gang influences.
   - Use disaggregated data to identify patterns of discipline and inappropriate student behaviors.
   - Develop strategies to advocate for children and adolescents who need specialized assistance and support.
   - Apply a social justice agenda to eliminate inequities in policies and practices.

5. School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.
   - Demonstrate knowledge of accessing and analyzing school building and system-wide data.
   - Use data to identify environmental and educational barriers to student learning.
   - Assess students’ growth towards achievement of the national standards and competencies.
   - Assess student needs and concerns with respect to culture, race, stereotyping, family, socio-economic status, gender and sexual identity, language, and learning ability.
   - Apply knowledge of action research to school improvement and school counseling outcomes.
   - Demonstrate the ability to write clear and concise analyses and evaluation reports.
   - Use data to monitor and evaluate the school counseling program’s impact on student achievement and school improvement.
6. School counselor candidates will acquire knowledge and skills in a wide variety of technology applications appropriate to counseling practice.
   - Demonstrate skills in using word processing, spreadsheet management, data-based maintenance, presentation software and web site development.
   - Use internet based research tools to access current information and research to inform practice and program development.
   - Utilize internet-based tools for communication and information dissemination for students, parents, and community.
   - Use technology applications to identify and examine issues relating to improving student achievement.
   - Design web-based applications to facilitate student educational and career planning.

7. School counselor candidates will demonstrate responsibility for their own learning and professional development.
   - Join a local, state and/or national professional association.
   - Attend professional conferences and workshops annually.
   - Understand the relationship between counselor self-understanding and effectiveness.
   - Demonstrate knowledge of the role and responsibilities of the professional counselor, including scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations.
   - Develop a portfolio to illustrate their personal and professional, growth and development.

Professional School Counselor Candidate Dispositions

The New York Institute of Technology School Counseling Program is aligned with the standards and practices of the Council for Accreditation in Counseling and Related Programs (CACREP) and National Council for the Accreditation of Teacher Education (NCATE). Candidates are expected to acquire and demonstrate ethical, humanistic, and reflective dispositions to successfully work in 21st century schools and meet the diverse needs of today’s PK- through 12 students. School Counseling candidate’s value and are committed to:

**Professional Identity**
- Assuming a leadership role in systemic change.
- Demonstrating ethical behavior.

**Social and Cultural Diversity**
- Social justice and advocacy for all students.
- The worth of students of all racial, ethnic, and cultural groups.
- Supporting the diverse needs of every student, which include gender, language, learning styles, culture ethnicity, sexual orientation.

**Human Growth and Development**
- Using the appropriate developmental life stages in working with children, youth and adolescents.
- The belief that all students can achieve success in school.
- Assisting all students with academic, career, social, and emotional development.

**Career Development**
- Providing all students with knowledge of all educational and career options.
• Ensuring all students will receive the academic preparation that will prepare them for a wide range of quality postsecondary options.

Helping Relationships
• Healthy physical, emotional, and social development that support academic achievement.
• Prevention, assessment, intervention, referral, and accountability as components of a comprehensive school counseling program.
• Working collaboratively to positively influence the wellness of students and the school climate.
• Family, culture, and community impact the educational process and thus can be mobilized to improve achievement.

Group Work
• Ensuring cooperation and ethical behavior in all group situations.
• Modeling respectful behavior in all group situations with students, peers and parents.

Assessment
• The importance of using data informed practice.
• Assisting with mental health problems and at-risk behaviors, such as substance abuse, interfere with healthy physical, emotional, and social development as well as achievement.
• The importance of sensitivity with respect to age, gender, sexual orientation, language, disability, culture, spirituality, etc. in assessing and diagnosing client situations.

Research
• Exploring trends, theories and applications to improve counseling effectiveness.
• Continuous school improvement.

Site Supervisor Information

We are grateful for your willingness to partner with the NYIT school counseling faculty and provide day to day supervision, mentoring, and coaching to an intern in this capstone experience. We appreciate your willingness to serve as a supervisor of an NYIT intern. We trust the experience will be a positive and productive one for all involved. We understand how busy your schedule is, but request you take the time to read through the next few pages to assure that we are all in agreement about the objectives, procedures, and attitudes that will make the internship process successful, and will prepare the intern for a career as a school counselor. Additionally, we will invite you to attend a supervision seminar each year to familiarize you with the expectations set forth not only by the NYIT School Counseling degree requirements but also by the CACREP 2009 standards.

Our site supervisors must have the following qualifications:
• Master’s degree in counseling or related profession with a minimum of provisional certification as a school counselor
• Three or more years of experience and tenure as a school counselor
• Site supervisors are required to review the practicum and internship manual and participate in the mandatory online supervision training required by NYIT and CACREP every 3 years.
• Resume information on file
Our site supervisors must provide the following:
- A minimum of one hour per week of direct supervision
- Opportunity for school counseling candidate to audio/video tape a counseling session with two students each term
- Opportunity for school counseling candidate to conduct individual, group, and classroom counseling sessions
- A private space for candidates to work with students

NYIT values the following characteristics in our Site Supervisors:
- Commitment to excellence in school counseling.
- Experience as a certified and tenured school counselor
- Commitment to social justice and advocacy to ensure every one of your students has access to a quality education.
- Acceptance of the school counselor’s role to support the learning process.
- Willingness to mentor future school counselors and help each achieve professional self-efficacy and identity.
- Knowledge about, and respect for, the intellectual and social development of your K-12 students.
- Previous experience in supervising candidates.
- Familiarity with the NYIT School Counseling Master’s degree program and philosophy.
- Familiarity with the ASCA Ethical Standards and the ASCA National Model.
- Desire to help to prepare the “next generation” of school counselors in the new paradigms, models, and trends in school counselor preparation.

As a Mentor, you play three primary roles:
1) Counselor - for example: participating with the intern in self-exploration, establishing distance, becoming aware of one’s values and possible biases, and confronting the range of emotions that inevitably occur in training.
2) Teacher - for example: sharing new knowledge and helping to refine skills as observed by you and requested by the intern; discussing the theoretical orientation of the intervention; acting as a role model; assuring the intern has the opportunity to participate in a range of experiences; and providing feedback on performance.
3) Consultant – for example: collaborating and case conferencing; providing feedback on counseling approaches and techniques; emphasizing professional commitment, growth, and improvement.

Guidelines for Individual Supervision for Practicum:
1) Your interactions and supervision of your candidate should average a minimum of one hour per week.
2) Supervision for practicum will include bimonthly contact with the seminar instructor to consult on your candidate’s progress towards program goals.
   a. A schedule will be arranged with the seminar instructor for when consultation will take place. Contact will be made both by email and phone.
   b. Guidelines for what to include in your feedback are available in Section 3 of this manual.
3) The formal evaluations of practicum student. See Section 3 for the form/s.

Guidelines for Individual Supervision for Internship:
1) Your interactions and supervision of your candidate should be a minimum of one hour per week.

2) Supervision for internship also will include scheduled site visits with NYIT field supervisors twice a semester as well as interim phone contacts with seminar faculty. The Field Supervisor from the NYIT School Counseling department will:
   a. Visit you and your intern on site twice each semester to establish a relationship and provide early assistance/intervention as needed.
   b. Give support, guidance, feedback, suggestions throughout the year as appropriate or as requested.
   c. Check with you periodically to find out how the intern is progressing.
   d. Be available to you whenever needed via email, phone, and/or meetings.

3) Additionally, the seminar instructors will be in contact with you to check on your candidate’s progress towards program goals.

4) Formal final evaluation of a school counseling intern student is completed in writing. See Section 3 for the sample form.

For Practicum and Internship, your student will need:

- A physical space for individual counseling and a mailbox for school communications.
- A clear understanding of weekly supervision time, criteria, and method for formal supervision, debriefing, and planning.
- A packet with all school forms (e.g. referral, reporting, parental information, pertinent board policies) and a copy of the Faculty Handbook;
- The calendar of school activities (e.g. parent conferences, staffing’s, site council, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and required attendance at these as appropriate.
- An opportunity to video and/or audio record a minimum of two counseling sessions (individual, group, or classroom).
- Ongoing feedback on classroom lessons, groups and individual counseling while allowing the intern to "brainstorm" what went wrong, what he or she would change, and what worked well.
- Opportunities to use data informed practice; work with the ASCA National Models to develop/deliver a comprehensive school counseling program.
- Opportunities to engage in individual counseling, small group counseling, and classroom lessons.
- An agreement for the days of week and times for the internship experience, a scheduled time for supervision, preparation needed by the intern for supervision (e.g. lists, video, case presentations, questions/concerns, etc.).
- A clear understanding of your expectations for growth and accountability.

Suggestions:

- Introduce the intern to community-based resources frequently utilized (e.g. youth service team).
- Discuss diversity and cultural issues of school and community.
- Review the school report card and the goals for the school year.
- Incorporate ACA and ASCA ethical standards into discussion.

For all your efforts, you will:

a) Receive the heartfelt appreciation of your intern, the NYIT School Counseling faculty; know that your work will impact many future counselees and their parents.
b) Have the opportunity to share and exchange ideas with colleagues at the site supervisor’s supervision seminars (early fall).

c) For supervising candidates in PRACTICUM, you will receive tuition remission for 1 credit.

d) For supervising candidates in INTERNSHIP, you will receive **tuition remission for 1 to 3 credits** each semester. The assignment of tuition remission is proportioned according to the percentage of time of intern’s assignment in the primary and secondary placement. One tuition remission credit is assigned for each 100 hours of supervision. For example, if the intern’s placement for the year totals 400 hours in the primary placement and 200 hours in the secondary placement, one site supervisor will receive 4 credits and the other site supervisor will receive 2 credits. These credits are transferable and can be used towards graduate or undergraduate tuition.

e) Have the option to do it all again!

**IMPORTANT**: Please make sure a copy of your **resume** is on file with the NYIT School Counseling Department before the beginning of the fall semester (September 15).
PREPARING FOR PRACTICUM AND INTERNSHIP
GUIDELINES FOR SEEKING A PLACEMENT

Identifying a practicum and internship placement that will provide you with all of the experiences and exposure you need to become a New York State certified school counselor is an important task. Please reflect on your experiences as a 2nd year graduate student and the field experience assignments that you have completed since starting the program. Look for an internship site that mirrors your developing philosophy as a future school counselor as well as one that matches the philosophy of the NYIT school counseling program.

Before finalizing your placement, please discuss the following items with potential site supervisors:

1) What is the length of time that I will be observing individual counseling and group sessions before being allowed to conduct counseling sessions?

2) Will I be allowed to participate in and observe team meetings, Child Study Team meetings, Pupil Personnel Services Team meetings, parent meetings and Committee on Special Education meetings?

3) Will I have an assigned case load? (Individual students, group, school counseling classroom lessons)

4) What type of group counseling experience will I take part in leading or co-leading?

5) Will I have the opportunity to deliver school counseling lessons or activities in a classroom?

6) Has your school had school counseling interns in previous years? Anyone from NYIT?

7) I am required to meet with the counselor supervising my intern for at least 1 hour each week. How frequently will meet with the counselor supervising my internship?

8) Do the counselors use the comprehensive school counseling process (i.e., ASCA model, NYSSCA model) for program delivery?

9) Two audio and/or video-tape recordings are required for seminar during each semester as part of the course requirements. These tapes are for supervision and evaluation only. The tapes will be carefully transported from the school building to campus on a jump drive and/or on a password protected device such as an IPad. I will take every precaution to make sure that none of the recorded material is accessible to anyone else other than my cooperating counselor, and professor. After my skills are critiqued, my supervisor and I will erase the tape.
10) When do you need a copy of my NYSED fingerprinting clearance, and my Child Abuse and Project SAVE certificates?

11) What is required of me for approval by your school board, district, and principal?

STEPS TO SETTING UP YOUR PLACEMENT

A. Attend Mandatory Practicum/Internship Orientation

B. Selecting a Practicum or Internship Site

Candidates will work with university faculty to determine sites for practicum (EDCO 870) and internship (EDCO 730 and 740). Please refer to the database of site supervisors and directors of guidance with whom we have established a relationship to identify sites.

You will not be permitted to intern in the high school you attended as a student. You must avoid all dual relationships (spouse, family, relatives working in the school, etc.) as this complicates and interferes with your growth as a professional. Check residency requirements as some suburban districts will not allow residents to intern (or student teach) if they live in the district. All placements must be approved in advance of starting the practicum/internship experience.

Once you accept a placement with a site supervisor, you must honor that agreement. Make sure that you are certain about a site before making a commitment so that we can maintain positive relationships with all of our site supervisors.

C. Finalizing the Practicum or Internship Placement

Once your placement is approved, you will need to complete several forms to turn in for clearance.

   PLEASE NOTE: Your placement packet is due:
   May 1 for students beginning their internship in the summer.
   May 15th for students beginning their internship in the fall.
   November 15th for students beginning their 2nd placement in the spring.

1. Fingerprinting

Fingerprinting is required for a candidate who is not currently employed in a New York public school. Go to NY TEACH http://www.highered.nysed.gov/tsei/ospra/ Your credential must be submitted in advance.

2. Liability Insurance

All students are required to obtain liability insurance prior to beginning practicum and to maintain it through completion of internship. Professional individual liability insurance is available at reasonable rates through such professional organizations as the American Counseling Association (ACA) or the American School Counselor
Association (ASCA). Students can join the American School Counselor Association (ASCA) and receive liability insurance, which is included with membership or as a student through the American Counseling Association (ACA). A copy of the insurance policy is part of the clearance for practicum and internship and is required prior to the beginning of practicum and internship. Students cannot begin practicum and internship student contact until liability insurance is in effect. Students are to have a policy that covers $1,000,000 per individual claim and $3,000,000 aggregate.

3. Practicum/Internship Statement of Understanding

This form is a reminder that your supervisors are ultimately responsible for safeguarding your students and therefore have the option of removing you from practicum or internship when necessary.

4. Practicum/Internship Placement Information in Google Docs

A link will be emailed to you each term. You will submit information that includes information which you, your seminar instructor, and the field supervisor will use to reach you both at home, work, and at your practicum or internship site.

5. Practicum/Internship Agreement Form

This form includes the name and address of the school and requires the signatures of your site supervisor.

6. Practicum/Internship Site Supervisor Agreement Form

This form provides your site supervisor with information about their responsibilities and requires the signature of your site supervisor.

7. Submit Paperwork

You will submit your paperwork for clearance by scanning your documents and emailing them to the Director of Field Placement and Certification. Paperwork packets must be submitted in full, including the Paperwork Checklist Form. Incomplete/partial paperwork packets will be rejected.

8. Ongoing logs of school counseling activities

You will maintain a daily log of your school counseling experiences. Your professors will review the format with you at the start of each semester. Logs should be turned in every two weeks unless your professor advises you differently. The spreadsheet provided by the NYIT school counseling program will help you manage your required direct and indirect hours.

9. Evaluation and assessment

At the conclusion of the semester, specific tools are provided to you and your site supervisor to assess your performance and your experience. These include: End of Semester Evaluation, Site Visit Review, Candidate Disposition Performance Assessment, and the Intern’s evaluation of Field Experience.
Process for turning in end of semester paperwork:
1. Fill out end of term paperwork checklist
2. Make a copy of all paperwork for your records
3. Put paperwork in same order as checklist
4. Turn in completed packet of end of term paperwork with checklist on top to course instructor on the last day of class
5. Course instructor will sign and give to School Counseling Program Staff Associate

THE PRACTICUM AND INTERNSHIP EXPERIENCE

A. Establishing a Schedule

Whether in your practicum or internship, it is important that you work closely with your site supervisor to establish a reliable schedule. It is recommended that you plan to work at your site at least 15 hours per week. Learn about your school meetings or other events that your site supervisor considers important for you to attend and make special efforts to participate, even the events occur on a “non-practicum/internship” day. Stay with your schedule as closely as possible and always give advance notice if you have to rearrange it.

B. Maintaining your logs

It will be important for you to keep track of both direct contact and indirect contact hours in a quantitative and qualitative log on a daily/weekly basis. The logs include your activities and the time spent on each, throughout your practicum and internships. The logs will be helpful when you meet with your site supervisor or seminar instructor to discuss your counseling cases and related activities. Specific directions for logs, lists, and journals will be discussed in class.

C. Direct Hours

Practicum and internship students need a minimum of 40 percent of their hours to be direct hours. Direct hours involve working with students, their families, collaborating and consulting with teachers, active participation in school counseling related meetings and activities. All of these activities involve direct contact in student related situations.

D. Indirect Hours

Indirect hours consist of activities where the practicum or internship students are not directly engaged with students. Indirect hours include activities such as observation of sessions or meetings, keeping records, meetings, making referrals, planning guidance lessons, or tasks that are not face to face with an individual or group.

E. Professional Development Opportunities
As you become more involved in your practicum or internships, you will become increasingly aware that your professional education is just beginning, and that it is likely to continue. Luckily, every year, dozens of interesting and helpful workshops are presented in New York City, Long Island, and Westchester. Your instructors and site supervisors will probably be familiar with many of the workshops and can advise you on training that will be particularly helpful in your present experience. You can usually get significant discounts on the registration fees while still in a student status. Participation in professional development activities can be included in your non-contact practicum or internship hours.

When engaging in indirect hours outside of the school (e.g., attending workshops, conferences, training seminars), you will need to obtain prior approval from your faculty supervisor first and then approval from your site supervisor for these activities. You must limit your indirect hours outside of the school setting to 10% hours each semester of your total Practicum or Internship Hours. If you already obtained prior approval from your faculty and site supervisor for preplanned activities for this semester, then you may proceed as approved. Please note the hours limit does not preclude you from volunteering for additional hours for networking and professional development; however, these are not counted towards your Practicum or Internship Hours.

F. Professional Associations and Memberships

If you have not done so already, you are required to join either ASCA or ACA, which provide liability insurance with the price of your student membership (see next section).

It is recommended to join local and state organizations for professional development and networking. While you are in your practicum and internship you will have many opportunities to practice some of the suggestions offered by experienced professionals through newsletters, journals, workshops, and conferences. You will also notice that professional articles on serious topics take on new meaning when you are counseling students who have the same issues being addressed in the literature. Local counseling organizations are an excellent way to meet professional counselors, learn about job opportunities, and form lasting professional bonds. At the state and national level, you will have opportunities to become involved in issues that are important to the welfare of counselors and schools. Relevant organizations include the following:

New York State School Counselors Association- www.nyssca.org
Nassau Counselor Association www.nassaucounselors.org
Western Suffolk Counselors Association www.wsuffolkcounselors.org
East End Counselor’s Association http://eastendcounselors.org/
American Counseling Association, www.counseling.org 800-347-6647
American School Counselor Association, www.schoolcounselor.org; 800 306 4722

1. Professionalism

You are expected to conduct your work in an ethical, legal, and professional manner. You are required to adhere to the ACA Code of Ethics, Standards of Practice (American Counseling Association, 2005), Ethical Standards for School Counselors (American School Counseling Association, 2010), and the norms of the profession. You have
developed an understanding of “professionalism” throughout your course work that applies to all professional settings (e.g. class and field experiences).

2. Evaluation of Practicum or Internship

Your site supervisor and your seminar instructor are responsible for evaluating your performance. At the end of each experience (practicum and internship), you will have an opportunity to evaluate your experience as well.
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SCHOOL COUNSELING PRACTICUM APPLICATION CHECKLIST

Student Name:___________ Cumulative GPA: ___________

Directions: ALL completed internship paperwork must be scanned into your online Taskstream account. Incomplete paperwork packets will not be accepted.

1. All prerequisites are completed and students has GPA of 3.0 or higher

2. Practicum Candidate Agreement signed and turned in ☐

3. Site Supervisor Agreement signed and turned in ☐

4. Malpractice Insurance Certificate ☐

5. Professional Association Membership ☐

8. Fingerprinting verification ☐

9. Placement information submitted to Google Docs ☐

Candidate Signature________________________________________ date__________

Faculty Supervisor Signature________________________________________ date__________

2015-2016 practicum-internship
NEW YORK INSTITUTE OF TECHNOLOGY  
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Practicum Candidate Agreement Form  

The School of Education is fortunate to be able to work with a large number of school districts to provide practicum experiences, which are required for the MS in School Counseling. 

Counselor education students participating in practicum, NYIT supervising professors, and other personnel from the School of Education who are in a school district/building are guests. At all times, school counseling degree candidates must abide by the regulations, policies and procedures, professional norms of practice, ethical codes, and personal and professional expectations set forth by the school district, building(s), and the NYIT School Counseling Program. Participation in practicum experience is a privilege and is an agreement between the school district, co-operating community agency, the School of Education and the New York Institute of Technology. 

Your signature below is an acceptance of the professional, legal and ethical expectations as set forth by the School Counseling Department and the cooperating school building/district/system. 

I understand that my on-going participation in a Practicum placement is contingent on my adherence to the conditions described above. 

Candidate Name: _____________________________________________   Course_________ (Printed)

Signature: ____________________________________   Date: ________________________
Dear Site Supervisor:

The New York Institute of Technology School Counseling Department is fortunate to collaborate with a large number of New York City schools and suburban school districts to provide the field experience that is required for the Master’s degree in school counselor education and New York State certification.

NYIT school counseling degree candidates abide by the CACREP accreditation model and complete a total of 100 hours of supervised experience for their practicum, including a minimum of 40 hours of direct hours working with students. Candidates are expected to be involved in individual counseling, small group counseling, classroom lessons, collaboration, and consultation at their practicum sites. Candidates are also required to submit two video or audio recordings of counseling sessions during the term.

__________ has applied for a part time practicum at _______________. Participation in practicum is an agreement between the school building, the department of education, and the New York Institute of Technology. ____________ understands that s/he that is expected to abide by the school calendar, district regulations, policies and procedures, institutional practices, and professional expectations of the school district and/or community agency in which an assignment has been accepted. The candidate also agrees to the requirement set forth in the practicum and internship manual.

As a site supervisor, you will be expected to provide an average of one hour of supervision a week to the candidate and to maintain contact with our seminar supervisor. On a bimonthly basis, our seminar instructor will be in contact with you to request your brief feedback about your candidate’s progress as required by CACREP.

Your signature below indicates that you have an understanding of the experiences in which the candidate will participate, are aware that compensation for supervision will be one credit of tuition remission, and that you meet the following qualifications: tenure and three or more years of experience as a school counselor; a Master’s degree in counseling or a related profession; and provisional or permanent certification as a school counselor. Site supervisors are also required to review the practicum and internship manual and participate in the mandatory online supervision training required by NYIT and CACREP.

Please contact Dr. Carol Dahir, Department Chair and Internship Coordinator, at 212 261-1529 or cdahir@nyit.edu with any questions or concerns that you may have. Thank you for your support of our students and this capstone pre-professional experience.
Please initial next to the following statements:

_______ 1. I understand that school counseling candidates must be given the opportunity to facilitate, co-facilitate, and/or observe individual counseling sessions, group counseling, and classroom guidance.

_______ 2. I understand that school counseling candidates must video and/or audio record two individual counseling sessions at their practicum site per NYIT and CACREP requirements.

_______ 3. I will provide the school counseling candidate with a minimum of 1 hour of supervision per week.

Name____________________________________       School: ___________________
Signature: _________________________________       Date: _____________________
NEW YORK INSTITUTE OF TECHNOLOGY
PRACTICUM PLACEMENT INFORMATION FORM
This Form Is Located In Google Docs

Candidate Name____________________________    Student #_________________________

Telephone Home # _______________________________    Work #________________________

Cell phone (for emergency only) ________________________________

Email ________________________________

Primary Placement:

Location_______________________________               Schedule_________________

Site Supervisor___________________    Email_____________________

Master’s degree granted by _________________               Year _____________

Certification date____________________               Year granted tenure ______

School Address_________________________               Telephone________________

______________________________________               Zip________________

Proposed Schedule________________________

Candidate Name____________________________    mobile #_____________________

Candidate Signature ______________________________    date_____________________

2015-2016 practicum-internship
PRACTICUM SUPERVISION AND CONSULTATION AGREEMENT FOR SITE SUPERVISOR

As part of the requirements for supervision for practicum, the site supervisor and faculty seminar instructor maintain bimonthly contact to consult on the supervision needs of the candidate.

Please provide us with the contact information you would like us to use to contact you for consultation and supervision discussions.

Email: _________________________

Phone (work): (_____)__________________

Phone (other): (_____)__________________

Please provide a general idea of days and times that you could leave open for a phone consultation once a month. The seminar instructor will contact you to schedule a time at the start of the semester.

Day: ________________  Times: _______________________
Day: ________________  Times: _______________________
Day: ________________  Times: _______________________
Day: ________________  Times: _______________________
Day: ________________  Times: _______________________
Day: ________________  Times: _______________________

By signing below, you agree to maintain contact on a bimonthly basis with the seminar instructor by email and phone to communicate about the progress of the candidate you are supervising.

Student Name: _________________________

Site Supervisor Name: _________________________ School: _________________________

Site Supervisor Signature: _________________________ Date: _________________________
NEW YORK INSTITUTE OF TECHNOLOGY  
SCHOOL OF EDUCATION  

SCHOOL COUNSELING INTERNSHIP APPLICATION CHECKLIST  

Directions: ALL completed internship paperwork must be scanned into your online Taskstream account. Incomplete paperwork packets will not be accepted.  

Student Name: _______________  Cumulative GPA: _______________  

1. Practicum Completed Semester/Year _______________  
   Direct hours ________  Indirect hours ________  Total ________  

2. Internship Candidate Agreement signed and submitted  ☐  
3. Site Supervisor agreement signed and submitted  ☐  
4. Malpractice Insurance certificate  ☐  
5. Current Professional Association Membership  ☐  
6. Placement information submitted to Google Docs  ☐  
7. Child Abuse Certificate  ☐  
8. SAVE Training Certificate  ☐  

Candidate Signature___________________________  date____________
NEW YORK INSTITUTE OF TECHNOLOGY  
School of Education  

Internship Candidate Agreement Form

The School Counseling Department is fortunate to be able to work with a large number of school districts to provide practicum and internship experiences which are required for the MS in School Counseling.

Counselor education students participating in practicum and field experience, NYIT supervising professors, and other personnel from the School of Education who are in a school district/building are guests. At all times, school counseling degree candidates must abide by the regulations, policies and procedures, professional beliefs, ethical codes, and personal and professional expectations set forth by the school district and building(s). Participation in internship and/or practicum field experience is a privilege and is an agreement between the school district, co-operating community agency, the School of Education and the New York Institute of Technology.

Candidates engage in a six hundred hour internship under the supervision of a tenured, certified, school counselor. Program guidelines expect each intern to have experiences in two different school levels/situations with a minimum of 100 hours in the second experience. Interns may allocate their time equally at each level (example 300 hours at the high school and 300 hours at the middle school) or in a different combination of hours depending upon the circumstances of their placement.

In some instances, and under appropriate supervision, interns may accrue up to 100 internship hours during the summer semester prior to beginning the internship. Candidates interested in starting during the summer semester must submit a plan for approval on or before May 1, have regularly scheduled supervision, and maintain a separate log. Candidates are required to engage in scheduled triadic or group supervision and fees for this additional supervision will apply.

Your signature below is an acceptance of the professional, legal and ethical expectations as set forth by the School Counseling Department and the cooperating school building/district/system.

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I understand that my on-going participation in Internship is contingent on my adherence to the conditions described above.

Candidate Name: ____________________________________________
(Printed)

Signature: ________________________ Date: ________________________
Dear Site Supervisor

The New York Institute of Technology School Counseling Department is fortunate to collaborate with a large number of New York City schools and suburban school districts to provide the internship experience that is required for the Master's degree in school counselor education and New York State certification. NYIT school counseling degree candidates abide by the CACREP accreditation model and complete a total of 600 hours of supervised experience prior to graduation.

_____________ has applied for an internship at _________________. Participation in internship is an agreement between the school building, the department of education, and the New York Institute of Technology. ______________ understands that s/he that is expected to abide by the school calendar, district regulations, policies and procedures, institutional practices, and professional expectations of the school district and/or community agency in which an assignment has been accepted. The candidate also agrees to the requirement set forth in the practicum and internship manual. Fifty percent of the internship experience should be direct student contact hours. Candidates are expected to be involved in individual counseling, small group counseling, classroom lessons, collaboration, and consultation at their internship site. Candidates are also required to submit two video or audio recordings of counseling sessions each term.

A field supervisor will visit you at the school site 3 - 4 times, depending upon the primary and secondary placement configurations, during the internship year to discuss your intern’s progress. Additional phone contact will take place in between months. To ensure proper growth and development, please provide your intern with 1 ½ to 2 hours of supervision time weekly.

Your signature below indicates that you have read the practicum and internship manual, have an understanding of the experiences in which the candidate will participate, and are aware that for internship only, compensation for supervision will range from 1 to 3 tuition credits each semester depending upon the number of hours that the intern is under your supervision. Typically, one credit is awarded for each 200 hours of supervision.

Please contact Dr. Carol Dahir, Department Chair and Internship Coordinator, at 212 261-1529 with any questions or concerns that you may have. Thank you for your support of our students and this capstone pre-professional experience.
Please initial next to the following statements:

1. I understand that school counseling candidates must be given the opportunity to facilitate, co-facilitate, and/or observe individual counseling sessions, group counseling, and classroom guidance.

2. I understand that school counseling candidates must video and/or audio record two individual counseling sessions at their practicum site per NYIT and CACREP requirements.

3. I will provide the school counseling candidate with a minimum of 1 hour of supervision per week.

Name____________________________________       School: ___________________
Signature: ________________________________       Date: _____________________
NEW YORK INSTITUTE OF TECHNOLOGY

INTERNSHIP PLACEMENT INFORMATION FORM

Form Is Located in Google Docs

Intern Name____________________________    Student #_________________________
Telephone Home #________________________ Work# ____________________________
Cell phone (for emergency only) ________________________________
Email __________________

Primary Placement:
Location_______________________________               Schedule_________________
Site supervisor ________________________    Email________________________
Master’s degree granted by _________________               Year _____________
Certification date________________________               Year granted tenure ______
School Address_________________________               Telephone_________________
______________________________________               Zip_____________________

Secondary Placement:
Location_______________________________               Schedule_________________
Site supervisor ________________________    Email________________________
Master’s degree granted by _________________               Year _____________
Certification date_______________________               Year granted tenure______
School Address_________________________               Telephone_________________
______________________________________               Zip_____________________

2015-2016 practicum-internship
SUMMER INTERNSHIP PLACEMENT REQUEST

School________________________________ Level________________

Location________________________________ Phone________________

Summer Placement:

Site Supervisor ______________________ Email____________________

Master’s degree granted by _______________ Year _____________

Certification date______________ Year granted tenure_______

School Address________________________ Telephone_______________

________________________________ Zip________________

Proposed Internship Schedule________________

Estimated Hours____________

Supervision Plan________________________________________________

Intern Name____________________________ mobile #_______________

Intern Signature ______________________ date______________

Department approval____________________ date______________

In some instances, and under appropriate supervision, interns may accrue up to 100 internship hours during the summer semester prior to beginning the internship. Candidates interested in starting during the summer semester must submit a plan for approval on or before May 1, have regularly scheduled supervision, and maintain a separate log. Candidates are required to engage in scheduled triadic or group supervision and fees for this additional supervision will apply. Please remember that you are limited to 100 hours of direct and indirect experiences, under supervision, at the beginning of the Summer Term. Return this form to the department office as soon as your summer placement is confirmed. Approval is subject to this placement meeting all conditions of a supervised placement.
PRACTICUM AND INTERNSHIP REQUIREMENTS
**INTERNSHIP REQUIREMENTS**

**What are Direct and Indirect Hours?**

Hopefully you have an understanding of the differences between direct and indirect hours. In general, direct hours involve working with students, their families, collaborating and consulting with teachers, active participation in school counseling related meetings and activities. All of these activities involve direct contact in student related situations.

Indirect hours are generally activities such as observation of sessions or meetings, keeping records, meetings, making referrals, planning guidance lessons, or tasks that are not face to face with an individual or group. Some examples are listed below:

<table>
<thead>
<tr>
<th>DIRECT ACTIVITIES</th>
<th>INDIRECT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing career assessment results and postsecondary school plans with a student</td>
<td>Planning the school wide academic calendar for the year</td>
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<tr>
<td>in your office</td>
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<td>Conducting a parent workshop focused on study skill improvement.</td>
<td>Entering grades into the database and analyzing results to determine player eligibility for athletic competition</td>
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<td>Listening to a senior inform you of the colleges that have sent acceptance letters</td>
<td>Reviewing the school policy manual to determine how student’s rights and responsibilities are enforced.</td>
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<td>Consulting with a teacher to discuss a plan for a student</td>
<td>Assessing the academic performance of seventh graders across subjects for the previous year</td>
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<td>Conducting a suicide assessment with a distraught ninth-grade boy</td>
<td>Meeting with your cooperating counselor for supervision and evaluation of your performance</td>
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<td>Eating lunch in the cafeteria with a group of seventh third graders</td>
<td>Making copies of flyers for an upcoming new students orientation</td>
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<td>Facilitating a group for eighth graders who need support to prepare for high school.</td>
<td>Entering student scheduling information into a data base</td>
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<tr>
<td>Calling a student’s guardian to inform them that their child was late to school again</td>
<td>Inventoring career center materials</td>
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<tr>
<td>Presenting at a faculty meeting to share the results from a parent/student survey</td>
<td>Sitting in a faculty meeting</td>
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</tbody>
</table>

If you have any questions, always ask your seminar instructor
<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity (Topic/Purpose)</th>
<th>Delivery Method (Individual, Group, Classroom, System Support, etc.)</th>
<th>Supervision</th>
<th>Indirect Min.</th>
<th>Direct Min.</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Campus Group Min.</td>
<td>Campus Individual/Triadic Min.</td>
<td>Site Individual Min.</td>
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</table>

Total Minutes
Total Hours

Cumulative Indirect Hours: ______________
Cumulative Direct Hours: ______________
Total Cumulative Hours(I+D): ______________

Student Signature: ____________________________________ Date: ___________
Site Supervisor Signature: _________________________ Date: ___________
Faculty Supervisor Signature: ______________________ Date: ___________
New York Institute of Technology
Internship/Field Experience Summary Log
School Counseling Program

Summary of Hours for Summer/Fall/Spring

Name........................................................................................................Date........................

Internship Sites............................................................................................

....................................................................................................................

....................................................................................................................

Direct Service Hours ................. (40%)

Indirect Service Hours................. (60%)

Total Hours Summer (2015) ..............

Total Hours Fall (2015) .................

Total Hours Spring (2016) .................

Total Hours for Internship .................

Total Middle School Hours .................

Total High School Hours .................

____________________________________  ________________________
Candidate Signature/Date  Faculty Member’s Signature/Date

2015-2016 practicum-internship
NEW YORK INSTITUTE OF TECHNOLOGY
Case Summary

Name_______________________________________  Date________________
Building____________________________________  Grade Level___________

Case Description (age/grade/ethnicity/referred by/session # /presenting concern):

Intervention (course of action taken by intern/strategies/theoretical approach):

Status (intervention outcome/plan for follow-up):

Challenges:

Learning Opportunity/Professional Growth:

Signature of Site Supervisor : _______________________________ Date ___________

Post Seminar Reflection: After sharing your case summary during the supervision seminar, please respond to the following question: How did today’s seminar affect your thinking about this case?
Consent Form

Dear Parent/Guardian:

Please allow me to introduce myself. I am _____________________(Name of Intern), a graduate student in the School Counseling Master’s Program at the New York Institute of Technology. I am currently doing my internship at ________________________(Name of School) under the supervision of __________________________(Name of School Counselor).

Your daughter/son is participating in school counseling activities with me as I complete my training to become a school counselor this year. These topics include a review of academic performance, strategies for developing effective study skills, school success, and as appropriate, exploration of career opportunities and post high school plans. As part of my Master’s degree program, I am required to meet with students individually and in small groups. I am also required to video tape my conversations with the student(s) for my supervisor to evaluate my skills.

Only my supervisor and I know the identity of your child; we will take every precaution to do that to maintain confidentiality and anonymity. These tapes are for supervision and evaluation only. The tapes will be carefully transported from the school building to campus on a jump drive and/or on a password protected device such as an IPad. I will take every precaution to make sure that none of the recorded material is accessible to anyone else other than my cooperating counselor, NYIT professor and peers who will be providing supervision. After my skills are critiqued, my supervisor and I will erase the tape. The tape/video recorder will be turned off at any time and the tape will be erased if your child requests that during our meeting.

If you are willing to give permission for your child to assist with my training, please sign below. Please return the entire letter and I will make sure you have a copy. Feel free to contact either _____________________(Name of School Counselor) or me at _____________________(Phone #) if you have any questions or concerns.

Sincerely,

School Counselor Intern

We agree to and give consent for ______________________(Name of Student) to meet with ______________________(Name of Intern) in order to participate in the educational activity described above. We consent to the audio or video recording of these meetings.

Parent/Guardian ______________________________________ Date ___________________

Student ____________________________________________ Date ___________________
PLEDGE OF ETHICAL STANDARDS AND CONFIDENTIALITY

I, as a counselor-in-training, agree to uphold the ethical standards and codes of the counseling profession as defined by the American School Counselor Association (ASCA, 2010) and the American Counseling Association (ACA, 2014).

I pledge to honor the confidentiality of:

1) Any personal information, feelings, or concerns explored within the Internship seminar.

2) Specifically, I agree to "retain as private" anything revealed in this course whether by clients, peers, instructor, or demonstration tapes. Such information is to be discussed only with the course instructor and among counselors-in-training in this class who are also bound by this pledge. This means that I agree not to reveal any of this information with other trainees in the program or anybody else.

3) I agree to treat the tapes made for this course as confidential material. Specifically, I pledge not to involve anybody other than my site supervisor, peers in this class, my field supervisor, and the course instructor in the actual taping, viewing, or discussing of these tapes.

4) At the end of the course, I agree to destroy all tapes with my site supervisor or course instructor in order to prevent the tapes from being used for any other purpose.

I understand that violation of these ethical standards and principles can do great damage to the trainees and clients. I also understand that violations (including disclosure and/or idle discussion of confidential information) may result in course failure and/or dismissal from the School Counseling Program.

Intern’s Signature ______________________________  Date ______________________

Professor’s Signature ______________________________  Date ______________________
INTERNSHIP PROJECT EXAMPLES

ACCOUNTABILITY
- Develop a MEASURE (data driven action plan)
- Use critical data elements to design effective school counseling interventions.
- Use critical data elements to identify environmental and educational barriers to student learning in school settings.
- Analyze and use critical data elements to improve student outcomes.
- Show how school counseling impacts student achievement and school improvement.

CONSULTATION
- Plan a program for parent(s), guardian(s), on specific topics related to school success such as motivation, grade level transitions, and homework and study strategies, postsecondary planning.
- Implement a program involving parents in their child’s education in a meaningful way.
- Use knowledge of learning theory to improve student achievement.

COMPREHENSIVE PROGRAM
- Map the school counseling program with the ASCA/NYSSCA Model
- Help the school counseling department identify/develop student competencies
- Organize the program under the four quadrants
- Implement a unit around academic, career, personal-social development or college and career readiness.

IMPROVING STUDENT ACHIEVEMENT
- Develop a plan for all students to succeed in rigorous academic preparation
- Lead, advocate, collaborate, coordinate, assess, and transform the educational agenda to serve all students and promote student achievement.
- Organize resources to help close the opportunity gap.
- Conduct study and test taking skills lessons
- Target students at risk of failing and design specific interventions with their teachers.

SCHOOL ENVIRONMENT/CLIMATE
- Demonstrate knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students.
- Connect a specific school counselor initiative to school climate
- Establish a Peer Mediation/Conflict Resolution program.
- Collaborating with faculty to develop classroom lessons that will reduce bullying.
- Understand cultural differences and diversity in schools and communities as essential elements to learning, teaching, and counseling for all students and families.

TRANSITIONS
- Implement a process to help students move successfully from grade level to grade level
- Create a postsecondary planning guide.
- Develop a career program based on the ASCA career development standards and the NYS Career Development and Occupational Standards.
WHAT IS A PROFESSIONAL SCHOOL COUNSELOR PORTFOLIO?

A professional school counselor portfolio is a collection of experience-based materials that demonstrates various dimensions of the counselor’s work, philosophy, abilities and credentials. The goal is to demonstrate the diversity of activities and experiences have contributed to the professional counselor’s development. Your portfolio will be developed on TASKSTREAM and also downloaded onto a CD.

The development of the professional school counselor portfolio begins as the candidate enters the master’s program and continues throughout his/her program of study.

Candidates discuss the process of portfolio preparation on a regular basis with faculty and their advisor.

PURPOSE OF A PROFESSIONAL COUNSELOR PORTFOLIO

The portfolio components are used periodically as a tool for reflection, evaluation and feedback. The overall purpose is to collect and combine examples of experience and mastery with reflection on their meaning or significance.

Reviewing one’s strength and “I Can’s”, setting goals for necessary learning and skill building, pursuing a learning strategy, and regular evaluation of progress are important steps in the learning process. Developing a portfolio provides the opportunity for regular faculty evaluation and feedback for each student. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

PORTFOLIO STRUCTURE

A portfolio should be a well-organized, attractive presentation of professional material. Portfolios at NYIT are developed online and as a CD/web-based format. You will want to prepare an abbreviated executive summary to highlight key experiences or develop a simple booklet format for interview purposes.

To guide your thinking in selecting portfolio entries is to ask, “What will be added to the description of my knowledge, skills and character by adding this entry?” A second guideline is to think about the primary message you want to convey via your portfolio and to ask, “Have I selected the entries that most accurately and completely demonstrates my qualifications?” Include experiences that occur outside the formal academic program, such as participation in volunteer activities.

Where appropriate, entries should be accompanied by a reflective statement, which might consist of a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing a reflective statement, ask, “What did I do? What does it mean? How might I do things differently? What have I learned?” The entry is then meaningful and placed in the context within which a student wants it to be understood.
Content of the Portfolio

Consider the following to include in the portfolio:

1. Professional resume
2. Statement of philosophy of school counseling
3. Academic transcripts
4. Professional development activities
5. Examples of coursework that support the 7 School Counseling program competencies
6. Special projects
7. A MEASURE (data driven action plan)
8. Activities related to the ASCA/NYSSCA Models for comprehensive school counseling
9. Prevention and intervention programs
10. Evidence of competence in a specific area of focus
11. Action research projects
12. Classroom guidance/school counseling lesson plans
13. Evaluation/feedback received from supervisors
14. Reproductions or representation of activities, such as videotapes, journals, photos
15. Research investigation
16. Certificates of membership in professional association and honor societies
17. Program design/evaluation samples
18. Publications
19. Presentations
20. Other relevant experience as appropriate

During the student’s last semester in the school counseling program, the professional portfolio will be submitted to supervising faculty for review and feedback.
PRACTICUM AND INTERNSHIP ASSESSMENT TOOLS
NEW YORK INSTITUTE OF TECHNOLOGY
SCHOOL OF EDUCATION

SCHOOL COUNSELING END OF TERM PAPERWORK CHECKLIST

Instructions: Please fill out the following checklist, put your documents in the same order as they appear on the checklist, and give the documents including the checklist to your practicum or internship instructor on the last day of class. Be sure to keep copies for your records!

Student Name: ____________

1. End of Semester Evaluation ☐
2. Candidate Disposition Performance Assessment ☐
3. Candidate Evaluation of the Site Experience ☐
4. Site Supervisor Feedback Form ☐
5. Field Experience Logs ☐

Candidate Signature___________________________ date____________

Faculty Supervisor Signature____________________________ date____________
PRACTICUM SITE SUPERVISOR FEEDBACK FORM

Candidate Name: ___________________________ Site Supervisor Name: ___________________________

Site Supervisors, please provide your feedback on the candidate’s progress.

**Counseling Skills** (i.e. multicultural competency, listening skills, use of theory, rapport, empathy, group counseling, etc.)

Areas of Strength:

Areas where growth/experience is needed:

**Consultation Skills** (i.e. consultation with parents, faculty, administrators, outside resources)

Areas of Strength:

Areas where growth/experience is needed:

**Knowledge/Understanding of the School System** (i.e. policies, leadership teams, special ed., placement, school counseling program implementation, etc.)

Areas of Strength:

Areas where growth/experience is needed:

_________________________________________ ______________________
Candidate’s signature date

_________________________________________ ______________________
Site supervisor signature date
NEW YORK INSTITUTE OF TECHNOLOGY  
END OF SEMESTER PRACTICUM/INTERNSHIP EVALUATION

Candidate:___________________________________      Fall 20___ Spring 20_____
Instructor:__________________________     Site_________ Grade Level(s) _____

To the Site Supervisor: Please meet with the candidate at the end of the each semester of the practicum or internship to assess and discuss her/his skill development to date. Please sign and date this form and keep a copy for your records. The intern will turn in the original to NYIT.

Target=Candidate skill level is at or above where their skill level needs to be a competent professional school counselor

Acceptable=Candidate skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor.

Needs Improvement=Candidates skill level is below expectations for their level as a practicum/internship student.

<table>
<thead>
<tr>
<th>Candidate Skills:</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops and helps to implement plans for student academic, career and personal-social development.</td>
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<tr>
<td>Provides effective individual counseling.</td>
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<td>Provides effective group counseling.</td>
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<td>Designs and provides classroom guidance lessons.</td>
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<td>Demonstrates effective individual counseling skills.</td>
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<td>Demonstrates effective group counseling skills.</td>
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<td>Demonstrates effective classroom guidance skills.</td>
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<td>Demonstrates effective interpersonal communication skills when working with others.</td>
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<td>Demonstrates knowledge of the ASCA/ACA ethical/legal standards for counseling.</td>
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<tr>
<td>Demonstrates knowledge and application of the ASCA National Standards.</td>
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</tr>
<tr>
<td>Demonstrates knowledge and application of comprehensive school counseling process.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses data driven decision making.</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates effective writing, verbal and presentation skills.</td>
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</tr>
<tr>
<td>Works collaboratively to create a safe and respectful school environment.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates appropriate organizational &amp; planning skills</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assists with annual student program planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Candidate Behaviors

<table>
<thead>
<tr>
<th>Candidate Behaviors</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates active listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists with student goal setting and decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with families on student concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with social service agencies to support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students/families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively supports school improvement activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

*Candidates Strengths -

*Candidate areas of growth needed -

________________________________________
Candidate’s signature                        date

________________________________________
Site Supervisor’s signature                  date

________________________________________
Faculty Seminar Instructor’s signature       date
INternship Site Visit Review

Intern:          School:
Level:          Date:
Site Supervisor:  

Directions for Site Supervisor: This form will assist us in evaluating your intern’s developmental level. Please take note to observe your intern in the areas listed below. We will discuss and complete the form during our session together. Please be as specific as possible in comments sections to help us best understand areas of strength and areas where improvement is needed.

1. Describe your intern’s counseling skills (i.e. use of theory, rapport, active listening, open-ended questions, etc.)

   Strengths:

   Suggested Improvements:

2. Consultation experience and skills (i.e. parents, staff, admin., community resources, etc.)

   Strengths:

   Suggested Improvements:

3. Communication skills (i.e. oral, written)
Strengths:

Suggested Improvements:

4. Professionalism
Strengths:

Suggested Improvements:

5. Involvement in career, academic, social-emotional development prevention and intervention activities (i.e. classroom, group, individual counseling):
Strengths:

Suggested Improvements:

**Next Appointment:**

______________________________________  __________________________
Candidate’s signature                  Date

______________________________________  __________________________
Field supervisor’s signature             Date

______________________________________  __________________________
Instructor’s signature                   Date
Internship School Counseling Observation Feedback Form
Field Experience Supervisor

Supervisee ___________________________________ Date ____________________

Field Experience Supervisor ________________________________

Internship (circle one) Individual/ Group Supervision (circle one)

Directions for Field Experience Supervisor

Please use this form to assess your practicum/internship student’s counseling skills. Form should be completed once during the Fall semester of internship. First, observe the intern in an individual or group counseling session and complete the form. Next, debrief what you observed with your intern. Finally, give the feedback form to your intern to give to their instructor.

Target = Candidate skill level is at or above where their skill level needs to be a competent professional school counselor.

Acceptable = Candidate skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor.

Needs Improvement = Candidates skill level is below expectations for their level as a practicum/internship student.

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
<th>Not Observed</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-ended questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed questions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection of feelings</td>
<td></td>
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<tr>
<td>Summarizations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Confrontations (should be gentle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Counselor self-disclosure</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>(should be for the benefit of student</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>not the counselor)</td>
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<td></td>
<td></td>
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<tr>
<td>Advice giving (Should be avoided when</td>
<td></td>
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<td></td>
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<tr>
<td>possible)</td>
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<tr>
<td>Use of silence</td>
<td></td>
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<td>------------------------</td>
<td>---</td>
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<tr>
<td>Problem identification</td>
<td></td>
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<tr>
<td>Mutual goal setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport</td>
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</tr>
<tr>
<td>Overall empathy</td>
<td></td>
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<tr>
<td>Appropriate use of humor</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Use of Theoretical Concepts</td>
<td></td>
<td></td>
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<tr>
<td>Opening the session</td>
<td></td>
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<tr>
<td>Closing the session</td>
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</tr>
</tbody>
</table>

**Intern strengths observed during this session (please be specific):**

**Suggestions (please be specific):**

__________________________  __________________________
Candidate’s signature        date

__________________________  __________________________
Field Experience Supervisor signature  date
CANDIDATE COMPETENCY PERFORMANCE ASSESSMENT (rev. 5/11)

Name__________________________________

Directions: To be filled out by internship candidate. The New York Institute of Technology School Counseling Program is organized around seven competencies which reflect the program’s beliefs about what school counselors should know and be able to do to successfully meet the needs and challenges of today’s schools and the diverse needs of today’s students.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Performance Indicators</th>
<th>Semester</th>
<th>Course</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1. School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs. | • Understand the relationship of the comprehensive school counseling program to the mission of the school and the instructional program.  
• Acquire the knowledge and skills to implement school counseling strategies in academic, career and personal-social development based on the National Standards for School Counseling Programs.  
• Use individual student planning, responsive services, classroom guidance and system support to deliver academic, career, and personal-social development competencies.  
• Demonstrate the knowledge and skills to help diverse student populations successfully prepare for and transition to postsecondary opportunities.  
• Utilize strategies to help students have a greater understanding of self and their interests, motivation, achievement, talents, and career goals. | | | |
| 2. School counselor candidates will acquire the knowledge and skills to consult and work collaboratively with faculty, administrators, parents/caretakers, and community members to improve student success in | • Become familiar with the community-based resources (e.g. mental health centers, community based organizations, business, service groups) to secure assistance for students and their families.  
• Demonstrate through verbal, written and presentation skills the ability to communicate with | | | |
parents, faculty, administrators, and stakeholders.

- Develop methods of working with teachers, administrators, parents/caretakers to advocate for improving student achievement, school climate, and student success.

- Apply knowledge of systems theories to community and school relationships.

- Understand the role of parents, school faculty and staff, and community members to support and inform the school counseling program.

- Share knowledge of student development, behavior management, and learning theories with teachers and parents.

- Design professional development activities for faculty and staff that address student growth and developmental needs.

## 3. School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting.

- Demonstrate the appropriate use of counseling theories and techniques with students.

- Use counseling skills and counseling processes that respect all aspects of diversity including race, ethnicity, cultural, religion, socio-economic differences, learning abilities, physical, mental or emotional disabilities and/or sexual orientation.

- Use counseling strategies that will help students meet the high expectations of the New York State academic learning standards.

- Become familiar with developing
and implementing prevention and intervention plans for children and adolescents to address issues such as abuse, eating disorders, attention deficit hyperactivity disorder, depression, substance abuse, underachievement, etc.

- Provide effective individual and group counseling to students that are developmentally appropriate.
- Demonstrate brief and solution based strategic interventions as appropriate in a school setting.
- Demonstrate the use of coping and resiliency skill building with students.

<table>
<thead>
<tr>
<th>4. School counselor candidates will consult and collaborate with faculty and administrators to create safe and respectful school environments for diverse student populations.</th>
<th>• Understand the influence of school climate on student success.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Participate in school initiatives to create a positive school environment.</td>
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<tr>
<td></td>
<td>• Use skills to develop conflict resolution and peer-mediation programs.</td>
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<tr>
<td></td>
<td>• Develop strategies to address student concerns around bullying, harassment, and gang influences.</td>
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<tr>
<td></td>
<td>• Use disaggregated data to identify patterns of discipline and inappropriate student behaviors.</td>
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</tr>
<tr>
<td></td>
<td>• Develop strategies to advocate for children and adolescents who need specialized assistance and support.</td>
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<tr>
<td></td>
<td>• Apply a social justice agenda to eliminate inequities in policies and practices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. School counselor</th>
<th>• Demonstrate knowledge of</th>
<th></th>
</tr>
</thead>
</table>
candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.

<table>
<thead>
<tr>
<th></th>
<th>accessing and analyzing school building and system-wide data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use data to identify environmental and educational barriers to student learning.</td>
</tr>
<tr>
<td></td>
<td>• Assess students’ growth towards achievement of the national standards and competencies.</td>
</tr>
<tr>
<td></td>
<td>• Assess student needs and concerns with respect to culture, race, stereotyping, family, socio-economic status, gender and sexual identity, language, and learning ability.</td>
</tr>
<tr>
<td></td>
<td>• Apply knowledge of action research to school improvement and school counseling outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the ability to write clear and concise analyses and evaluation reports.</td>
</tr>
<tr>
<td></td>
<td>• Use data to monitor and evaluate the school counseling program’s impact on student achievement and school improvement.</td>
</tr>
</tbody>
</table>

6. School counselor candidates will acquire knowledge and skills in a wide variety of technology applications appropriate to counseling practice.

|  | Demonstrate skills in using word processing, spreadsheet management, data-based maintenance, presentation software and web site development. |
|  | • Use internet based research tools to access current information and research to inform practice and program development. |
|  | • Utilize internet-based tools for communication and information dissemination for students, parents, and community. |
|  | • Use technology applications to identify and examine issues relating to improving student achievement. |
- Design web-based applications to facilitate student educational and career planning.

### 7. School counselor candidates will demonstrate responsibility for their own learning and professional development.

- Join a local, state and/or national professional association.
- Attend professional conferences and workshops annually.
- Understand the relationship between counselor self-understanding and effectiveness.
- Demonstrate knowledge of the roles and responsibilities of the professional counselor, including scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations.
- Develop a portfolio to illustrate their personal and professional, growth and development.

---

**Candidate Comments:**

**Faculty Member’s Comments:**

______________________________  __________________
candidate’s signature  date

______________________________  __________________
faculty member’s signature  date
PRACTICUM AND INTERNSHIP CANDIDATE DISPOSITION PERFORMANCE ASSESSMENT

Name: ___________________________ Date: ______________________

Practicum Student/Internship Student (circle one)

**Target** = Candidate skill level is at or above where their skill level needs to be a competent professional school counselor.

**Acceptable** = Candidate skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor.

**Needs Improvement** = Candidates skill level is below expectations for their level as a practicum/internship student.

Site supervisor: Please assess the candidate’s affective developmental progress:

<table>
<thead>
<tr>
<th>Professional Identity</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays an orientation to counselor behaviors. Demonstrates ethical behavior.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Social and Cultural Diversity |        |            |              |
| Works as a social justice advocate. Displays attitudes and behaviors that are respectful of all aspects of diversity. |         |            |              |

| Human Growth and Development |        |            |              |
| Considers situational and environmental factors that influence normal and abnormal behavior. Consults with colleagues and stakeholders regarding appropriate developmental stages. |         |            |              |

| Career Development |        |            |              |
| Articulates an understanding among and between family life roles and work. Respects the influences of diversity and gender in career development. |         |            |              |

| Helping Relationships |        |            |              |
| Uses appropriate skills, techniques, and behaviors that influence the counseling process. Appropriately uses consultation skills to resolve and support client situations. |         |            |              |

| Group Work |        |            |              |
| Conducts task groups, educational groups, group guidance or group counseling as appropriate to client needs and counseling setting. Demonstrates ethical behavior working in all group situations. |         |            |              |

| Assessment |        |            |              |
| Displays behavior that is sensitive to age, gender, sexual orientation, language, disability, culture, spirituality, etc in assessing and diagnosing client situations. |         |            |              |
Selects assessments tools and techniques that are age, culturally, and developmentally appropriate.

**Research**
Actively engages in activities that will improve counseling effectiveness.
Displays knowledge and understanding of new trends, theories and applications in the field.

Candidate Comments:

*Site supervisor* Comments:

*Seminary Instructor’s Comments:*

______________________________
Site supervisor’s signature

______________________________
Candidate’s signature

______________________________
Seminar Instructor’s signature

______________________________
Date
CANDIDATE’S EVALUATION OF THE SITE EXPERIENCE

Name _______________________________________     Date_________________

Placement Site (s)______________________________________________________

Primary School Site Address_____________________________________________

Site Supervisor________________________________________________________

Secondary School Site Address___________________________________________

Site Supervisor________________________________________________________

Types of student situation which you worked with (check all that apply):

a) __Academic Concerns (e.g. grades, academic failure, post secondary options)
b) __Adjustment Concerns (e.g. adjusting to new school or community, grief, transition issues)
c) __Adult-child Conflicts (including parent-child & student-teacher conflicts)
d) __Anger/Conflict Management & Resolution Problems
e) __Career Concerns
f) __Depression
g) __Developmental Concerns (e.g. academic skills, behavioral disorders, learning disabilities)
h) __Disruptive Behavior (e.g. "hyperactivity", conduct disorder, disruptive classroom behavior, S.E.D.)
i) __Eating Concerns (e.g. anorexia, bulimia, severe dieting, excessive exercise, etc.)
j) __Emotional Abuse
k) __Gang Related Problems
l) __Legal Problems
m) __Physical Abuse
n) __Substance Use/Abuse (e.g. alcohol, cocaine, etc.)
o) __Religious Issues
p) __Self-Esteem/Self-Worth Issues
q) __Sexual Abuse (e.g. incest, rape - including date rape)
r) __Sexuality or Gender Identity Concerns (including problems with sexually transmitted diseases)
s) __Sleep Related Concerns

Primary formats in which you provided the MAJOR portion of direct counseling (check all that apply):

_____ Individual _____ Group _____ Classroom _____ Family _____ Other

Formats in which you provided a MINOR portion of counseling (check all that apply):

_____ Individual _____ Group _____ Classroom _____ Family _____ Other
Age group(s) of students to which you provided a MAJOR portion of counseling (check all that apply):

- 0-5
- 6-12
- 13-15
- 16-21

Age group(s) of students to which you provided a MINOR portion of counseling (check all that apply):

- 0-5
- 6-12
- 13-15
- 16-21

Please attach the verification logs for your direct and indirect contact hours

**ENVIRONMENT & CLIMATE**

<table>
<thead>
<tr>
<th>Circle the appropriate number</th>
<th>Seldom</th>
<th>Often</th>
<th>Usually</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The school provides a professional atmosphere</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2) The staff is supportive of the intern’s work and needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3) Interns are treated respectfully by the counselors, faculty and staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4) The general atmosphere of the school provides a climate of trust and openness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>5) The intern is treated respectfully by the students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>6) The intern is included in department projects.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>7) Physical facilities are available for intern use (e.g. office, office supplies, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>8) The counseling department seeks continuous improvement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9) Counseling staff members demonstrate professionally and ethical behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>10) The site provides appropriate resources, books, and materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>11) The site provides adequate opportunities for discussing issues or concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>12) The staff gives the intern adequate guidance on ethical and legal issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13) The intern has assigned students to work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>14) The intern is included in regular department meetings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>15) The staff is readily accessible to the intern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>16) The staff is interested in implementing current trends and initiatives in school counseling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
### COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Often</th>
<th>Usually</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>17) The staff is committed to the intern's personal and professional growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>18) The staff is sensitive to the intern's experiential needs and professional growth and development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>19) Staff conflicts are discussed in an open, non-threatening manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>20) The intern and site supervisor communicate and meet regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

### SUMMARY

Check the one that applies:

The overall quality of my internship experience this year was:

___ Poor  ___ Adequate  ___ Good  ___ Excellent

Additional comments:

_____________________________________________________________________________
_____________________________________________________________________________

I am willing to talk with other candidates about this internship placement (check one):

___ yes  ___ no

Candidate's Signature __________________________________________ Date____________________