

HANDBOOK FOR THE INTERNSHIP IN SCHOOL COUNSELING

PSYC 5843

Psyc 5843- Internship in School Counseling is the primary field experience required of all graduate students in school counseling. The purpose of the internship is to provide the experience needed to develop and implement comprehensive, developmental, and collaborative school counseling programs. Graduate interns should use the internship to extend their knowledge and skills related to counseling and coordination, educational leadership, advocacy, team-building and collaboration, and the use of assessment data. Graduate interns are also expected to seek experiences that will enhance their understanding of multiculturalism, technology in school settings, and application of the National Standards for School Counseling.

This graduate internship involves a placement in an approved school system for one semester at the end of their graduate program. Supervision is provided by an on-site supervisor. The internship requires a minimum of 100 clock hours, of which 40 must be in direct service.

School counselors need a broad background of knowledge and skills if they are to function effectively. The knowledge and skills, however, need to become integrated with practical experiences. The internship in school counseling provides an opportunity for actual on-the-job exposure to specific functions of school counselors. Interns function as educational decision-makers as they become actively involved in the implementation of comprehensive, collaborative, and developmental school counseling programs. The comprehensive developmental model includes functions related to counseling, consultation, and coordination.

The School Counseling M. Ed. Program Northeastern State University

The school Counseling Program at Northeastern State University is housed in the Department of Psychology and Counseling in the College of Social and Behavioral Sciences. The program meets the counselor standards of the Oklahoma Commission on Teacher Preparation and leads toward the standard certificate in counseling and NBCC National School Counselor Certification.

Students are admitted once a year for a two-year sequence of course work and field experiences. Students progress through this sequence as part of a cohort of 10-15 students beginning class work in the fall of admission.

The mission of the program is to prepare counselors who work in elementary, middle, and secondary schools who: (1) are educational leaders and self-reflective practitioners, (2) serve as advocates for all students, (3) understand and apply principles of counseling, collaboration, consultation and coordination, (4) understand and administer comprehensive developmental guidance programs, and (5) accept responsibility for improving educational practices through program evaluation. Our model for school counselor preparation and practice is based on five

major components:

Counseling and Coordination
Educational Leadership
Advocacy
Team-building and collaboration
Use of Assessment Data

Three related strands are addressed across these components: (1) awareness, knowledge and skills related to multiculturalism, (2) the use of technology to improve educational practice, and (3) the application of the National Standards for School Counseling Programs.

OBJECTIVES OF THE INTERNSHIP

Graduate interns are expected to:

- Demonstrate understanding of the role and function of the school counselor.
- Demonstrate understanding of school policies and procedures.
- Identify and utilize community resources for consultation/referral purposes.
- Exhibit skills in providing group/classroom and individual guidance/intervention.
- Exhibit skills in research/evaluation and assessment procedures.
- Exhibit skills in communication/consultation with other professional education staff.
- Demonstrate knowledge related to professional standards, ethics and laws related to the field of school counseling.
- Demonstrate understanding and exhibit skills in working with diverse client populations.

Prerequisites

Prior to registering for Psyc 5843- Internship in School Counseling, students should have:

- completed all or the majority of course work and have permission of instructor;
- been admitted to candidacy;
- completed the Recommendation Form and the Field Site Agreement;
- documentation of liability insurance.

GRADUATE INTERNS IN SCHOOL COUNSELING

Graduate interns in school counseling from Northeastern University are enrolled in a 49-semester hour master's program. They have completed all or the majority of their course work prior to registering for the graduate level internship. During this semester of internship, graduate interns function as contributing members of the counseling department of the school in which they are placed.

Expectations:

Graduate interns are expected to:

- Enroll in at least 100 clock hours of supervised school counseling activities with no less than 6 clock hours per week. This field experience consists of appropriate activities which allow objectives of the internship to be met, including individual counseling, small group counseling, classroom guidance, consultation, coordination, and appraisal;
- Use the internship to further develop skills in educational leadership, counseling and coordination, advocacy, teamwork and collaboration, and the use of assessment data;
- Become familiar with the procedures and policies of the placement school and system;
- Observe other practicing school counselors as they implement comprehensive programs;
- Maintain a log listing of all activities;
- Schedule regular appointments with on-site supervisor to discuss progress. A minimum of one hour per week of individual supervision is required;
- Attend all seminars and assist other students by giving feedback and participating in discussions;
- Submit a time log of activities, a reaction paper discussing professional growth, and a case narrative report/summary on one client;
- Submit reaction paper discussing professional growth.

THE ON-SITE SUPERVISOR

The on-site supervisor is the person most directly involved with the day-to-day experiences of the internship and is responsible for the individual supervision of the school counseling intern. On-site supervisors must be certified school counselors and have at least two years of school counseling experience .

Expectations

The on-site supervisor is expected to:

- to provide the student with supplies, materials and experiences to carry out the functions of the school counseling internship. These activities include individual counseling, group counseling, consultation/referral activities, intervention strategy implementation, assessment activities and other activities deemed appropriate by the site supervisor.
- assist the graduate intern in fulfilling the requirements of the internship;
- support the professional development of the graduate intern;
- provide on-going feedback to the graduate intern;
- provide one hour of individual supervision per week;
- approve by signature a time log documenting time spent in each school counseling activity;
- notify the university coordinator of any concerns or problems;
- to provide NSU with an evaluation of the student's performance and attitude at the end of the internship.

GUIDELINES FOR INDIVIDUAL SUPERVISION

Graduate interns are responsible for scheduling a minimum of one hour per week of individual supervision with the on-site supervisor. The purpose of the supervision is to provide support and direction for the professional development of the interns as they become fully engaged in school counseling functions. Individual supervision may include provision of assistance with:

- case conceptualization and management
- cognitive counseling skills
- interpersonal skills
- consultation skills
- program planning and coordination
- classroom guidance resources and feedback
- legal and ethical issues
- goal-setting
- priority-setting
- time management
- student assessment
- increasing awareness of school and community resources
- increasing awareness of referral network and process
- understanding of developmental characteristics
- understanding of individual and cultural differences
- understanding of the school environment
- understanding of appropriate school counselor role

THE UNIVERSITY COORDINATOR

The university coordinator coordinates the internship experiences offered to graduate students in school counseling and is responsible for conducting progress meetings with interns. The coordinator is a member of the graduate faculty in Psychology and Counseling and has had experience in school counseling.

Expectations

University coordinators are expected to:

- coordinate placements of school counseling interns in appropriate settings;
- assist the graduate intern in fulfilling the requirements of the internship;
- conduct progress meetings with graduate interns;
- serve as a liaison with personnel in the public schools, particularly the on-site supervisors;
- collect and evaluate intern time logs;
- complete a summative evaluation of graduate interns using multiple sources of input including feedback from the on-site supervisor.

Northeastern State University
 College of Social & Behavioral Sciences
 Department of Psychology & Counseling

**Field Site Agreement
 for the School Counseling Internship**

Student Intern _____ **Date** _____

Address _____

Telephone/e-mail _____

Date for Starting Internship _____ **Tentative Date for Ending Internship** _____

Name of Agency/School _____

Address of Agency/School _____

Telephone Number of Agency/School _____

Name & Title of Supervisor _____

Supervisor's degree(s), certification(s), license(s), numbers of each /dates granted:

Telephone Number/e-mail of Supervisor _____

If internship is to be divided between two or more agencies/schools, indicate additional agencies/schools and number of clock hours proposed to be completed within the supervision of that agency/school.

School Agency	Clock Hours

Name of Supervisor	Address/Agency/School	Telephone and E-mail

Terms:

The Site supervisor agrees

- to provide the student with supplies, materials and experiences to carry out the functions of the school counseling internship. These activities include individual counseling, group counseling, consultation/referral activities, intervention strategy implementation, assessment/evaluation/diagnostic activities, and other activities deemed appropriate by the site supervisor.
- to provide the student with an average of 1 hour of weekly supervision regarding the student's professional performance of the assigned activities
- to approve by signature a log sheet documenting time spent in each school counseling activity.
- to provide NSU with an evaluation (form to be provided) of the student's performance and attitude at the end of the internship and to inform the Internship Coordinator of any difficulties encountered.

The Student Intern agrees

- **to enroll in at least 100 clock hours of supervised school counseling activities with no less than 6 clock hours per week.** No less than 40% of the total time logged will be in provision of direct client services.
- to maintain a time log documenting the hours performed.
- furnish the Site Supervisor and the Internship Coordinator with proof of professional liability insurance coverage
- to participate in weekly supervision meetings with the site supervisor
- to meet monthly with the Coordinator to ensure satisfactory progress.

Following the approval of the internship arrangements by the Internship Coordinator, all parties will be given a copy of this document. **The following signatures verify agreement to the above stated conditions:**

Student Intern
Signature _____ Date _____

Site Supervisor
Signature _____ Date _____

Principle Signature _____ **Date** _____

Internship Coordinator
Signature _____ **Date** _____

If there are any questions, please contact the Internship Coordinator:

Barbara Hutchison, Ph.D.
Northeastern State University–Tahlequah
600 North Grand Ave.
Tahlequah, OK 74464
(918) 456-5511, X 3012
email: hutchisb@nsuok.edu

Northeastern State University
College of Social & Behavioral Sciences
Department of Psychology & Counseling

School Counseling Internship Evaluation Form

Name of Intern _____

Name of Supervisor _____

Many factors influence the effectiveness of a school counselor. Listed below are several which have been identified as particularly important. Please evaluate the intern in as many areas as are applicable to his/her actual experiences using the following scale.

- A – Very Satisfactory**
- B – Moderately Satisfactory**
- C – Moderately Unsatisfactory**
- D – Very Unsatisfactory**
- N/A – Not Applicable**

- _____ Demonstrates knowledge of the role and function of the school counselor.
- _____ Demonstrates knowledge of and adheres to the school/agency’s policies and procedures.
- _____ Exhibits a professional attitude and possesses the requisite personal maturity necessary.
- _____ Identifies and utilizes community and school resources for consultation/referral purposes.
- _____ Exhibits skills in providing group/classroom guidance activities and interventions.
- _____ Exhibits skills in providing individual guidance activities and interventions.
- _____ Exhibits skills in communication/consultation with other professional education staff.
- _____ Exhibits skills in research/evaluation and assessment activities.
- _____ Demonstrates knowledge related to professional standards and ethical/legal responsibilities.
- _____ Demonstrates knowledge of and exhibits skills in working with diverse populations.
- _____ Demonstrates knowledge about human (child) developmental/educational processes.

Please feel free to comment upon your experiences in supervising this intern below.

Signature of Supervisor _____ Date _____

Please return completed form to:

Barbara Hutchison, Ph.D.
Northeastern State University-Tahlequah
600 North Grand Ave.
Tahlequah, OK 74464

INTERNSHIP TIME LOG

INTERN _____ CITY _____ STATE _____ SEMESTER _____ DATE _____

PLACEMENT LOCATION _____

100 hrs. of
service

Date	Individual Counseling	Small Group Counseling	Group Guidance	Testing; Assessment	Staffing;	Consultation	Coordination & Referrals;	Curriculum Planning; Record Keeping	Meetings; Observations	Supervision	Subtotal Hours
Mon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Total Hrs/Wk (Direct)										Total Hrs./Wk. <i>(Indirect)</i>

Direct Services Cum. Total _____
(40 hrs/semester)

Indirect Services Cum. Total _____
(60 hrs/semester)

Site supervisor signature