# HANDBOOK FOR INTERNSHIP SCHOOL COUNSELING

LOYOLA UNIVERSITY MARYLAND

— 1852 —

## DIRECTIONS FOR STUDENTS AND SCHOOL-BASED SUPERVISORS 2012-2013

*Loyola University Maryland Master of Education degree program in school counseling is approved by* ***The Council for the Accreditation of Counseling and Related Educational Programs*** *(CACREP) and the* ***Maryland State Department of Education*** *(MSDE).*

The *National Standards for School Counseling Programs (1997)* and the ASCA *National Model for School Counseling Programs* (2003) established by the American School Counselor Association are incorporated into Loyola's program of study. ASCA states – "A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventive in nature and assists students in acquiring and learning lifelong skills. The school counseling program is integral to students. Total educational programs are jointly founded upon developmental psychology, educational philosophy, and counseling methodology.

## School Counseling Program Mission

The mission of the School Counseling Program is to prepare professional school counselors to effectively serve and lead in preK-12 settings. Steeped in the Jesuit tradition, the Loyola school counseling program, its faculty, and its curricular experiences inspire, and transform students to learn, lead, serve, and advocate in a diverse, global society. Within this context, the education of the whole person is significant; standards-based curriculum is rigorous; faculty expectations are high; commitment to the community and social justice is paramount; and students are challenged to understand the ethical dimensions of personal and professional life and to examine their own values, attitudes, and beliefs as they prepare to create, implement, and evaluate data driven, comprehensive developmental school counseling programs aligned with National Standards, State guidelines, and district curricula.

*School Counseling Program Objectives*

Successful completion of the M.Ed. or M.A. in school counseling prepares students to:

1. apply the knowledge base of counseling to develop, implement, and evaluate data-driven, comprehensive developmental school counseling programs;
2. assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, and the ASCA *National Model;*
3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. describe and adjust to societal changes and trends in a multicultural society;
5. develop, implement, and evaluate effective research based interventions which facilitate systemic change designed to maximize student success;
6. demonstrate the ability to form effective helping relationships with diverse individuals and groups;
7. understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; racial, ethnic, and sexual identity factors that might bear on the success of the helping process; collaborative/consultation skills; and philosophical and theoretical frameworks that undergird the process;
8. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents/guardians, faculty, staff, and community stakeholders;
9. integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
10. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
11. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
12. understand and use counseling research and evaluation results to guide counseling practice;
13. exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards;
14. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling;
15. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent and educational leader; and
16. advocate for oppressed, marginalized, or underrepresented groups, parents/guardians, and students in order to close the academic achievement gap.

# Internship in School Counseling

## Introduction

The clinical internship is the culminating experience in Loyola's program of studies leading to the Masters of Education degree in school counseling. Completion of the program is in accordance with the guidelines of the Council for Accreditation of Counseling and Related Programs and meets the Maryland State Department of Education requirements for certification as a school counselor. All interns are required to complete a minimum of 600 clock hours of supervised clinical experience, of which a minimum of 40% (240 hours) must be in direct

services to students in the assigned school(s). Speed of completion of the 600 hours depends on the amount of time one is able to give to this requirement during the year(s).

The internship in School Counseling provides an opportunity for interns to gain experience and competency in the full gamut of a comprehensive school counseling program. School counseling interns are under the supervision of a certified school-based counselor with a minimum of two years experience as a school counselor and a Loyola faculty member.

The ASCA National Standards for School Counseling Programs should be used to serve as an organizational tool to identify and prioritize the elements of a quality school-based counseling program which assists students in their academic, career, and personal/social development. Additionally, school counseling interns are encouraged to become aware of ways to promote and catalyze educational changes and to strengthen their advocacy for the positive growth and development of all students in an effort to close the achievement gap. In essence, interns must become competent in facilitating the learning process of all students in their respective caseloads and must be able to effectively use comprehensive school counseling skills.

**Prerequisites**

The following prerequisites must be completed satisfactorily before one enrolls in internship:

- *GC700 Introduction to School Counseling*
- *GC701 Techniques of Educational Counseling*
- *GC 704 Theories of Counseling*
- *GC706 Group Counseling in Schools*
- *GC792 Professional Issues and Ethics in Counseling*
- *GC 791 Practicum in School Counseling*

**The Internship is the last course to be completed in the degree program, although other courses may be taken concurrently**. All interns are responsible for the knowledge and skills that have been learned in the prerequisite courses. Any resulting deficiencies will place the intern at a significant disadvantage. Internship students must secure background checks and liability insurance prior to working at their field placements. **Proof of liability insurance will be collected/documented by your Loyola Faculty Internship Instructor on the first day of class.**

**Clinical Supervision**

Supervision of interns occurs through two primary modalities:

a. The school-based supervisor provides a minimum of an average of one hour of individual supervision of the intern each week throughout the internship.

b. The intern participates in an average of one and one-half (1 1/2) hours per week of group supervision with a Loyola faculty member throughout the internship. The group supervision seminars adhere to a 12:1 maximum ratio (twelve students to one faculty member).

Interns are encouraged to seek out supervisors for additional supervision, as needed.

**COURSE OUTCOMES**

Upon successful completion of Internship, the student will be able to:

A. Plan, develop and implement a comprehensive school counseling program, including needs assessment, goals, strategies and evaluation (II.K.8.d, SC.B.3 &6, SC C.1 .2; P.1);

B. Effectively conduct individual and group counseling sessions (II.K.5, 6; SC C.2);

C. Plan and implement developmental guidance lessons (SC C.2);

D. Demonstrate appropriate advocacy, consultation and coordination skills (II.K.1.g, SC B.1-2, SC.C.3);

E. Utilize data effectively (SC.C.1, 2; D.4);

F. Apply appropriate referral procedures (SC D.5; H.4);

G. Demonstrate effective and appropriate strategies for working with diverse populations and groups (II.K.2.c-d, K.2f, SC.A.8);

H. Use a variety of career development tools and strategies to develop and implement programming (II.K.4; SC F.2);

I. Integrate ethical standards and legal issues into a framework of professional school counseling (II.K.1.h. SC A.11);

J. Work collaboratively with the pupil services team (i.e., nurse, psychologist, pupil personnel worker, administrator, social worker (II.K.1b; SC A.4) ;

K. Use a variety of counseling tools, materials, programs (i.e. peer facilitation) and related technology (II.K.1.c, SC.A.10, B4, C.2.; M.6);

L. Demonstrate an understanding of the societal problems facing students and suggest research based strategies to assist them (SC E.2; F.3);

M. Develop constructive partnerships with parents, guardians, families, and communities in order to promote student success (SC.C.2; F.4); and

N. Communicate the mission, programs and outcome of the school counseling program to all stakeholders (SC B.5).

COURSE OBJECTIVES

A. Students will demonstrate competence in service delivery including individual and group counseling, group guidance, advocacy, consultation and programmatic interventions (SC II.G.b, c, i; SC A. 5; C.1-6; D.1-5; P.1)

B. Students will demonstrate ethical and professional behavior across all professional settings (SC. A.2, B.1).

C. Students will explore and develop a practical understanding of the roles and functions of professional school counselors (PSC) and their relationship with other human services providers (II.K.1b, SC.A.3).

D. Students will demonstrate knowledge of school environment, K-12 curriculum and the relationship of the school counseling program to the academic and student services program (SC. A.2, 6).

E. Students will demonstrate competence in general and specific skills that facilitates cross-cultural relations in both counseling and professional settings (SC. A.8).

F. Students will discuss and explore opportunities for leadership within the school environment (SC. A.4; O.1-5).

G. Students will discuss and explore problems, policies, laws, issues and barriers to student success encountered by school counselors (SC A.7, 9).

H. Students will share experiences as a counselor intern with other counselor interns (SC D.5; N.3).

I. Students will review challenging school counseling cases (SC D.5).

## Evaluation of the School Counseling Intern

Evaluation of the intern involves multiple quantitative components: the proposal, tapes and/or observations, Results Reports, Consultation documentation, internship experiences/outcomes, the evaluation of personal and professional traits, the self-evaluation, portfolio *(reviewed during the last semester of internship)* and attainment of the time requirements identified for that semester. Interns must complete their 600-hour requirement prior to graduation.

Additionally, the following course activities are required: background checks/fingerprinting, attendance at all classes, class participation, liability insurance, school information assignment, consent to taping, and completing journals as required. While not all of these activities are graded, an intern's grade may be dropped for failure to complete one or more of these requirements as outlined by the professor. Interns cannot work at their school sites without liability insurance.

*Loyola faculty instructors and school-based supervisor must provide formative and summative feedback to the intern. It is asked that when site supervisors evaluate their interns to please keep in mind the best interests of school-age students and the profession in general. The interests of the above can be served best if the required evaluation forms found in this handbook are completed in a sincere and unbiased manner.*

*A site supervisor is required to provide one-hour of weekly clinical supervision for the duration of an intern's placement at their school. In addition, site supervisors will be required to provide mid-semester feedback in addition to the submission of a final evaluation form on the professional/personnel traits of the intern and overall skills/knowledge related to the field of school counseling and program implementation.*

## Grades

***A student's performance in the Internship will be reported by the Loyola instructor in accordance with the following grading system:***

| | |
|---|---|
| A | Denotes high achievement and indicates intellectual initiative beyond the objectives of the course. This |

| | |
|---|---|
| *Excellent* | rating should be reserved for those students who regularly display outstanding abilities or performance in the Internship. |
| B *Good* | Denotes work that meets the objectives for the course and intellectual command expected of a graduate student. |
| C *Unsatisfactory* | Denotes work of inferior quality compared to the objectives of the course. It is Loyola's grading policy that any student receiving 2 course grades of "C" be immediately dismissed from the degree program. |
| F *Failure* | Cause for immediate academic dismissal |
| I *Incomplete* | |
| W *Withdrawal* | Denotes authorized departure from course without completion. It does not enter into grade point average calculation. |
| GL *Grade Later* | Denotes the first semester is completed in a two-semester course for which a full-year grade is issued. |

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.00; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; and F = 0.00. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by total credits taken. Under no circumstances **will** a student be permitted to graduate unless the QPA is 3.00 or higher.

## Student Responsibilities

Successful completion of Internship requires a great deal of responsibility on the part of the intern as outlined in this section. Interns will:

1. Receive communications from the school counseling program. It is the responsibility of the student to respond to all directives in reference to the internship in a timely manner.

2. Register for internship and pay all applicable fees. The school-based supervisor will receive an honorarium paid by the student to Loyola University when registering for the internship.

3. Plan, in conjunction with the school-based supervisor, a program of school counseling activities that will extend for a minimum of 600 clock hours and cover the listed experiences/outcomes.

4. Write a comprehensive and detailed proposal of arrangements and plans. Submit a copy of this proposal to the Loyola supervisor after being approved by the school-based supervisor. This written proposal must contain sufficient detail to allow a supervisor unfamiliar with the school program to understand the proposed schedule of activities during the entire internship. It should also include a daily time schedule of the student's teaching, if applicable, and school counseling activities in the school. This schedule should enable the supervisors to tell what the student is doing, when student is doing, when and where, during any time of the school day. When this proposal is approved, the title page will be signed by the student, the school-based supervisor, and the Loyola supervisor. A copy will be placed on file.

5. Account for the assigned clock hours using copies of the Internship Time Sheet, which is attached. A minimum of 40% of the time (totaling 240 hours) in the total internship must be spent in the direct service to students.

6. Keep a daily journal. Entries should analyze activities engaged in each day, plus observations, comments, and questions. Content of the journal should also include the student's reflection on the school's climate, culture and organizational structure. The purpose of this journal is to analyze events that occurred during the day in a way that shows personal reflection as well as professional growth and development. Note that

this journal will not focus on the events themselves. The focus should be on what one learned from the events so as to improve future performance in similar situations. Entries should be typed.

7. Maintain a file of all consultation activities using an appropriate form to document each activity. Write up two (2) consultation activities over the course of the 600 hours.

8. Conduct counseling small groups during the semester, each of which must have a minimum of 8 sessions. Students completing all 600 hours in 1 semester must conduct at minimum two (2) groups. Students completing 300 hours in one semester or over two semesters must conduct at minimum one (1) small group.

9. Make taped recordings of counseling sessions. Each tape should be accompanied by a typed report of each session. These tapes will be critiqued by the school-based supervisor(s) and forwarded to the Loyola supervisor. Five (5) tapes of clinical sessions and written reports is a minimum for students completing Internship in one semester. Students completing 300 hours in one semester will complete a minimum of 3 tapes with written reports, and students completing 300 hours over two semesters will complete a minimum of 2 tapes each year with written reports. An observation may take the place of a tape at the discretion of the professor.

10. Interns are required to get consent to tape students from parent or legal guardian prior to taping. This consent needs to be in writing. Also, interns along with site supervisor and Loyola University Instructor are obligated to protect the confidential nature of those tapes. Tapes and clinical write-ups should be destroyed after viewing and kept under lock and key when not in use.

11. Attend Internship seminars. These sessions are held for an average of one and one-half (1 ½) hours each week and are scheduled in the late afternoon or evening. These meetings serve to: 1) give interns the opportunity to learn from sharing experiences with other interns; 2) enhance and enrich clinical skills; 3) enable the Loyola supervisor to present and discuss matters of common interest and concern to group members; and 4) review challenging cases of interest to the group. **Attendance is mandatory: a student's grade may be dropped for lateness and/or absence.**

12. Develop a portfolio. All students in the counseling program are required to develop a portfolio. The portfolio should be started no later than the beginning of Practicum and completed by the end of Internship. The portfolio should be descriptive of the student and the range of experiences in both the Practicum and Internship. It should be arranged neatly in a loose-leaf notebook. **See the attached format, which is required.**

13. Dress professionally when at the school placement.

14. Interns beginning their internship experience prior to the official start of Loyola's semester should only complete activities that target indirect hours *(unless otherwise instructed by their Loyola Internship Professor)*. During this time, students are asked to work on their school information assignment and proposal. The specific outline for the school information assignment can be found later in this handbook.

The chart outlining these requirements appears on the next page.

**Internship Requirements**

| Hours/Activity | 600 Hours | 300 Hours | 150 Hours | 100 Hours |
|---|---|---|---|---|
| Proposal | One for each school | One for each school | One per school with semester addendum for new activities | One per school with semester addendum for new activities |
| School Description/ Interview | One per school | One per school | One per school | One per school |
| Individual Counseling | On-going caseload of at least 2 students seen weekly | On-going caseload of at least 2 students seen weekly | On-going caseload of at least 1 student seen weekly | On-going caseload of at least 1 student seen weekly |
| Group Counseling | Two 8 session groups | One 8 session group | One 8 session group per year | One 8-session group per year |
| Classroom Guidance | Two sets of activities | One set of activities each semester | One set of activities per year | One set of activities per year |
| Consultation | Document 2 activities | Document 1 activity per semester | Document 1 activity per year | Document 1 activity per year |
| Data Project- Results Report (School-Wide or Large Group Activity) | One project | One project during internship | One project during internship | One project during internship |
| Journals | Weekly | Weekly | Weekly | Weekly |
| Lesson Plan (for non-teachers) | One during internship | One during internship | One during internship | Not required for teachers |
| Case Presentation in Class | One | One each semester | One each year | One each year |
| Observations/Tapes (includes case presentation in class) | 5 during internship | 3 each semester | 2 each year | 2 each year |
| Self-Evaluation/ Reflection Paper | One each semester | One each semester | One each semester | One each semester |
| Time Logs/Sheets | For all hours | For all hours | For all hours | For all hours |
| Liability Insurance | Required | Required | Required | Required |
| Class Attendance | Required | Required | Required | Required |
| Evaluation of Site Supervisor | Due at end of internship | Due each semester | Due each year | Due each year |
| Supervisor's Evaluation of Student (mid-term and final) | Due at end of internship | Due each semester | Mid-term due each semester; final due each year | Mid-term due each semester; final due each year |
| Portfolio | Due at end of internship | Due at end of internship | Due at end of internship | Due at end of internship |

**Required Elements**

School Information

Students are required to present information regarding their school placement. Information obtained will be shared with your internship instructor in the format he/she specifies. The following information should be included:

- **One Faculty Interview (teacher, administrator, etc.)**
  - Questions should target collaboration practices, needs of student population, strengths of school, etc.
  - Implications this interview has on the type of services you could provide for the school
- **Tour of School Community (optional)**
  - Description/reactions to seeing the school community *(where students who go to your school live)*
- **Interview School Counselor**
  - Program overview
  - How they spend their time
  - Describe role and responsibilities
  - Perceptions on collaboration opportunities with staff related to programming goals
  - Most valuable lesson learned from being a school counselor
  - Student needs and role as an advocate and school leader
- **School Demographics**
  - School Improvement Plan (Goals/objectives)
  - School Mission/philosophy statement
  - Test Scores *(all that apply)*
    - MSA
    - Benchmarks (i.e. SRI Scores *or whatever data they use to assess Goals found in the School Improvement Plan*)
    - Special Education Population Percentage
    - Free and Reduce Lunch Percentage
    - Race/ethnic background (%)
    - Graduation Rates (if applicable)
    - % of students attending 4 year colleges, 2 year colleges, vocational training (if applicable)
    - Discipline Referrals, suspension rates (%)
    - Mobility rates (%)
    - English language learner rates (%)
    - Discipline Referrals and suspension rates (%)

Proposal Guide

*The following items should be included in the written proposal for each semester a student is enrolled in internship. Proposals are written agreements between you, your site supervisor and your Loyola Supervisor detailing how you plan on completing your experiential requirements. The title page of your proposal must be signed by you (intern), your Loyola instructor and your site-based supervisor. One copy of your proposal will be kept on file with your Loyola instructor.*

Items to include:

1. **Title Page**
   a. Intern's Name
   b. Loyola University – School Counseling Internship

c. School Name (current placement)
d. Semester
e. Supervisor's name and place for signature
f. Student's name and place for signature
g. Professor's name and place for signature

**2. Description of the Site Placement (School)**

a. School Name
b. Address (including zip code)
c. Telephone and fax numbers
d. Webpage URL for school (if applicable)
*e.* Directions for traveling to the school from Loyola Graduate Center *(Columbia/Timonium depending upon where you attend seminar)*
f. Type of School – i.e. vocational/technical, general education, alternative, magnet
g. Student Demographics
h. Name of Principal (include title)
i. Name(s) of the assistant principal(s) (include titles)
j. Name(s) of the secretary(ies) (include titles)
k. Names of Student Services Personnel *(i.e. school psychologist, pupil personal workers, etc.)* and Special Education Staff (include titles)
l. Bell schedule
m. Copy of the school system's calendar for current school year

**3. Organization of the School Counseling Department**

a. Names and positions of all personnel (include titles)
    i. Chairperson
    ii. Professional School Counselors
    iii. Secretary (ies)
    iv. Aides
b. Name of Supervising Counselor on site (include title)
    i. Home address/telephone number (optional)
    ii. E-mail address
    *iii.* School telephone number *(counseling office telephone number)*
c. Location and description of school counseling office/suite (may include diagram if needed)
d. List of counseling services provided by counseling department
e. State how students are assigned to school counselor and provide counselor to student ratio

**4. Intern Information**

a. Name, home address and telephone number
b. Approximate start and ending dates of internship experience
c. Daily school schedule (monthly calendar highlighting how you will be spending your time)

**5. Description of Proposed School Counseling Activities**

a. Summary of activities you will be engaged in during your clinical experience
    i. Provide a brief rationale supporting the need for program focus
        1. incorporate information learned from <u>School Information Sheet</u>
    ii. School Counseling Action Plan *(format as follows)*
        1. Plan to include what you are going to do to support all students (i.e. classroom guidance, school-wide initiatives, individual student planning, etc.) as well as those students who need responsive services (i.e. small group counseling, etc.). Services should be categorized into the three domains (Personal/social, Career, and Academic).
        2. Students can use the ASCA National Standards when listing Goals and Objectives their *designed program* will be addressing during their internship experience (See

your text: ASCA National Model: a framework for school counseling programs (2nd ed.) for more details.

Academic Developmental Domain (Example)

| National Standard A | Grade levels/# of students | Activity/Delivery System | Time Line | Person Responsible | Assessment |
|---|---|---|---|---|---|
| **Competency A1:** | | | | | |
| | | | | | |

Journal Entries

- Entries should be a reflection of the daily activities.
- Each professor will delineate the specific content requirements for the journal for their class.
- Use a separate notebook or binder for this purpose only.
- Date all entries.
- When identifying clients, do not use last names. Use first names or initials (i.e., Bill, Joan's mother.)
- Report essential facts and reasons for the activity.

Documentation

- After consulting with the school-based supervisor, devise a system for documenting formal and informal sessions, i.e., counseling sessions, consulting sessions, and referrals.
- Maintain a time schedule of all guidance and counseling activities undertaken.
- Maintain a chronological file of all written documents, i.e., correspondence, reports, notices, bulletins, and any other pertinent papers related to the internship.

Portfolio

Students will develop a portfolio. Requirements for the portfolio can be found at the end of this handbook.

Components of a Clinical Counseling Report

*A clinical report should accompany any site observation or taped session given to the professor. A permission slip must be sent home to parents prior to taping any session of their children. Tapes should be destroyed after completion of the assignment to maintain confidentiality.*

Each session report must:

1. Include factual data: counselor name, counseling location, date, number and length of the session, student's(s') first name(s) /age(s), who initiated the session, and the session number.

2. Identify the presenting issue.
3. Identify the counseling goals and objectives and theoretical orientation.
4. Discuss how you will know if you have met your goals/objectives (assessment).
5. Briefly summarize the factual content of the session. Include information about case conceptualization.
6. Summarize the significant behavioral, cognitive, and affective components identified during the session.
7. Identify the techniques employed and provide adequate rationale for each technique used with the student.
8. Specifically identify the counselor's thoughts, feelings, and behaviors during the counseling session which may have affected the student's responses.
9. Identify and develop the significant themes that occurred during this session.
10. Demonstrate the appropriate closing of a session by the use of the student's and/or counselor's summarization.
11. Summarize how the session objectives were met or provide a plan for achieving these objectives in future sessions.
12. Self-reflection about the session.
13. Areas where feedback is requested.

Time Sheets

*Interns must record time spent in direct or indirect service during their internship experience. Time sheets will be maintained by the professor and signed by the site supervisor. Interns are required to complete 600 hours (40% in direct service) prior to graduation. Interns may register to complete 600, 300 or 150 hours in one semester. A copy of the time sheet and definition of terms can be found following the portfolio requirements statement in this handbook.*

Loyola Supervisor Visitation

- The Loyola supervisor will visit the intern at the school periodically during the clinical experience to consult with the student and the school-based supervisor. These visits will frequently involve evaluation of intern performance.
- Visits will be announced in advance.
- The student should arrange for a private place to meet with the Loyola supervisor.

# APPENDIXES

Intern: _____

**School Counseling Internship Experiences/Outcomes**

The following school counseling experiences/application of knowledge must be successfully completed. *School-based supervisors* please place an (x) beside each outcome achieved and a (-) beside each outcome not fully achieved and return to the Loyola supervisor.

Upon the completion of the semester, the intern is able to:

___ Demonstrated multicultural competencies in relation to diversity, equity and opportunity in student learning and development.

___ Engaged parents, guardians and families to promote the academic, career and personal/social development of students.

___ Provided small group counseling, consultation, classroom guidance and maintains an individual counseling case load (put check only if all apply).

___ Used peer helping strategies.

___ Engaged in consultation with parents/teachers/administrators and other school personnel (social worker, pupil personal worker, nurse, etc) to support student achievement.

___ Used current methods of data to inform decision making and evaluation.

___Utilized appropriate referral procedures.

___Is knowledgeable of the graduation requirements and has applied it to individual student planning.

___Utilized a variety of career development tools and strategies to foster career planning

___ Demonstrated the ability to use procedures for assessing and managing suicide risk as well as other school-based crisis plans/procedures.

___Implemented strategies/activities designed to prepare students for a full range of postsecondary options and opportunities.

___Demonstrate knowledge of and participate on various teams and counseling programs, i.e. peer helping, peer mediation, and career programs.

___Demonstrate an understanding of the societal problems facing students and suggest possible ways to assist.

___ Developed measureable outcomes for his/her school counseling services/interventions.

___Demonstrate knowledge of the relationship of the school counseling program to the total school program.

___Demonstrate skills in student advocacy.

___Communicated evaluation results of their services to stakeholder groups.

School-based supervisor signature and date:_____

Name of Intern:_____ Site Placement: _____

Name of Site Supervisor Completing the Evaluation: _____

Date: _____ Mid-semester Review ☐ Final ☐ Review

***Please take the time to complete the following evaluation form. It is important that you fill out the form honestly and that you review your feedback with your intern. Please remember when evaluating your intern to keep in mind that you are comparing him/her to what you would expect a novice school counselor to be able to know or demonstrate upon entering the field.***

| **Professional/Personnel Traits** | **Needs Improvement** | **Meets Expectations** | **Above Average** | **Exceptional** |
|---|---|---|---|---|
| 1. Punctuality | | | | |
| 2. Professional attire is appropriate for the setting. | | | | |
| 3. Takes the initiative to develop counseling services that have been identified in their proposal. | | | | |
| 4. Engages in ethical practice and legal standards when working with students, teachers and parents within the school setting | | | | |
| 5. Demonstrates emotional maturity when interacting with students, faculty and parents | | | | |
| 6. Approachability/openness to feedback from site supervisor and others within the school building and is able to make corrections. | | | | |
| 7. Flexibility to support the best interest of all students. | | | | |
| 8. Sense of humor | | | | |
| 9. Follows up with students, teachers and parents in an appropriate amount of time. | | | | |
| 10. Able to work independently to achieve the services that have been identified in the proposal. | | | | |
| 11. Recognizes own limitations as a School Counseling Intern and seeks supervision when appropriate | | | | |
| 12. Able to express himself/herself in written communication | | | | |
| 13. Able to express himself/herself in oral communication | | | | |
| 14. Demonstrates sensitivity to others and the skills needed to relate to diverse individuals, groups, and classrooms as demonstrated in weekly supervision. | | | | |
| 15. Advocates for the learning and academic experiences necessary to promote the academic, career and personal/social development of all students. | | | | |

| | | | | |
|---|---|---|---|---|
| 16. Works well with others within the building and school community | | | | |

| Knowledge and Skills related to Program Management, Delivery Services and Accountability | Needs Improvemen | Meets Expectations | Above Average | Exceptional |
|---|---|---|---|---|
| 1. The Intern's proposal connects his/her services to the academic mission of the school and the established outcomes of the school counseling program. | | | | |
| 2. Intern understands the roles and responsibilities the school counselor has during crisis (i.e. suicide threat, death of student/teacher, threat assessment) as demonstrated during weekly supervision. | | | | |
| 3. Intern uses evidence based planning (needs assessments/climate surveys, school generated data, and research based interventions) when designing curriculum based and responsive services (classroom units, small group, individual student planning). | | | | |
| 4. Intern applies counseling theory (Solution focused, CBT, etc) when engaged in small group and individual counseling as evidence in your weekly supervision. | | | | |
| 5. Intern uses management strategies (i.e. calendar, collaboration, etc) when implementing their services. | | | | |
| 6. The intern regularly evaluates her/his services and reports results back to the site supervisor. | | | | |
| 7. The intern is able to manage and engage students when implementing classroom guidance. | | | | |
| 8. The intern is able to construct a well-thought out lesson plan/counseling unit that connects to predetermined learning objectives. | | | | |
| 10. The intern is able to infuse strategies that are respectful of the viewpoints and practices of diverse populations. | | | | |
| 11. The intern is skilled in running a small group (planning, implementing, closing). | | | | |
| 12. The intern demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. | | | | |
| 13. The intern designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development as evidenced in his/her work in the classroom, small group, consultation and large group experiences. | | | | |
| 14. The intern is able to facilitate an individual counseling session that is effective in addressing the needs of the student. | | | | |
| 15. The intern knows how to make appropriate referrals to school and/or community resources. | | | | |
| 16. The intern implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. | | | | |
| 17. The intern knows how to plan and present school-counseling related education programs for use with parents and teachers as evidenced in small or large group settings. | | | | |

***In recommending this intern for employment, I would:***

__ Highly Recommend without Reservations __ Recommend __ Recommend with reservations __ Would not Recommend

*In the following space, please provide a statement to support your recommendation. You may wish to elaborate on items in the checklist or make a general comment about the overall rating you assigned to the Intern. Please note any particular strengths or weaknesses of the Intern.*

Name of person completing this form:_____ Your Position: _____
Intern's Name:_____ Date:_____

## School-based Supervisor Evaluation of Loyola University in MD's School Counseling Program

On the basis of your experience with a Loyola University in MD school counseling intern, please check one response for each area presented below to indicate the level of intern preparedness. This evaluation is not meant to assess any single graduate, but rather, is meant to help program faculty more effectively evaluate the effects of the training program. To that end, please feel free to comment on particular strengths noticed in the intern as well as any suggestions the program could use for improvement.

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **1. Managing a Comprehensive Program**<br><br>Apply the knowledge base of counseling to develop, implement, and evaluate data-driven, comprehensive developmental school counseling programs.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **2. Professional Roles**<br><br>Assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, ASCA *National Model*, and MSDE Pupil Services Regulation.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **3. Effective Interventions**<br><br>Translate personality theory, learning theory, and normal and abnormal behavior theory into effective research-based interventions for individuals, groups, and families.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **4. Multicultural Society**<br><br>Describe and adjust to societal changes and trends in a multicultural society.<br><br>Strengths<br><br>Improvements: | | | | | |
| **5. Individual Counseling Skills**<br><br>Demonstrate the ability to form effective helping relationships with diverse individuals and groups.<br><br>Strengths:<br><br>Improvements: | | | | | |

| 1 | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **6. Understanding the Helping Process**<br><br>Understand the facilitative factors that influence the helping process, including counselor and client characteristics; racial, ethnic, and gender factors that might bear on the success of the helping process; collaboration/consultation skills; and philosophical and theoretical frameworks that undergird the process.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **7. Group Counseling Skills**<br><br>Translate group development, dynamics, leadership styles and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **8. Classroom Guidance Skills**<br><br>Integrate an understanding of instruction and classroom management into effective classroom guidance interventions.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **9. Career Counseling and Educational Planning**<br><br>Demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **10. Using Assessments**<br><br>Use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling interventions and programmatic outcomes and effectiveness.<br><br>Strengths:<br><br>Improvements: | | | | | |

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **11. Using Counseling Research**<br><br>Understand and use counseling research and evaluation results to guide counseling practice.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **12. Professional and Personal Behaviors**<br><br>Exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **13. Ethical and Legal Behavior**<br><br>Demonstrate ethical behavior based on the ethical standards for ACA and ASCA and understand the legal issues relevant to school counseling.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **14. Leadership and Advocacy**<br><br>Exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.<br><br>Strengths:<br><br>Improvements: | | | | | |

**School-based Supervisor Evaluation:** to be completed by the Loyola Intern

School System:_____Date:_____

The Loyola College in Maryland School Counseling Program wishes to evaluate your experience with your school-based supervisor. On the basis of your experience, please check one response for each area presented below to indicate the helpfulness of your supervisor in meeting the program and experience objectives. This evaluation is designed to foster your supervisor's professional development in the supervision of school counseling interns and practicum students. To that end, please feel free to comment on any particular strengths displayed by your school-based supervisor as well as any suggestions for improvement.

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **1. Managing a Comprehensive Program**<br><br>Apply the knowledge base of counseling to develop, implement, and evaluate data-driven, comprehensive developmental school counseling programs.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **2. Professional Roles**<br><br>Assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, ASCA *National Model*, and MSDE Pupil Services Regulation.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **3. Effective Interventions**<br><br>Translate personality theory, learning theory, and normal and abnormal behavior theory into effective research-based interventions for individuals, groups, and families.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **4. Multicultural Society**<br><br>Describe and adjust to societal changes and trends in a multicultural society.<br><br>Strengths<br><br>Improvements: | | | | | |
| **5. Individual Counseling Skills**<br><br>Demonstrate the ability to form effective helping relationships with diverse individuals and groups.<br><br>Strengths:<br><br>Improvements: | | | | | |

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **6. Understanding the Helping Process**<br><br>Understand the facilitative factors that influence the helping process, including counselor and client characteristics; racial, ethnic, and gender factors that might bear on the success of the helping process; collaboration/consultation skills; and philosophical and theoretical frameworks that undergird the process.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **7. Group Counseling Skills**<br><br>Translate group development, dynamics, leadership styles and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **8. Classroom Guidance Skills**<br><br>Integrate an understanding of instruction and classroom management into effective classroom guidance interventions.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **9. Career Counseling and Educational Planning**<br><br>Demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **10. Using Assessments**<br><br>Use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling interventions and programmatic outcomes and effectiveness.<br><br>Strengths:<br><br>Improvements: | | | | | |

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **11. Using Counseling Research**<br><br>Understand and use counseling research and evaluation results to guide counseling practice.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **12. Professional and Personal Behaviors**<br><br>Exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **13. Ethical and Legal Behavior**<br><br>Demonstrate ethical behavior based on the ethical standards for ACA and ASCA and understand the legal issues relevant to school counseling.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **14. Leadership and Advocacy**<br><br>Exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.<br><br>Strengths:<br><br>Improvements: | | | | | |

Please return this form to the Loyola supervisor.

Graduate's Name:_____ Date:_____

**Graduate Evaluation of Loyola College in MD's School Counseling Program**

The Loyola College in MD School Counseling Program is interested in knowing how well it prepares entry-level professional school counselors and wishes to evaluate your experience in the program. On the basis of your experience, please check one response for each area presented below to indicate how well the program prepared you for entry into the profession. This evaluation is meant to help program faculty revise the program as needed. As such, within each of the following areas, please feel free to comment on particular strengths of the program as well as any suggestions for improvement.

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **1. Managing a Comprehensive Program**<br><br>Apply the knowledge base of counseling to develop, implement, and evaluate data-driven, comprehensive developmental school counseling programs.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **2. Professional Roles**<br><br>Assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, ASCA *National Model*, and MSDE Pupil Services Regulation.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **3. Effective Interventions**<br><br>Translate personality theory, learning theory, and normal and abnormal behavior theory into effective research-based interventions for individuals, groups, and families.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **4. Multicultural Society**<br><br>Describe and adjust to societal changes and trends in a multicultural society.<br><br>Strengths<br><br>Improvements: | | | | | |
| **5. Individual Counseling Skills**<br><br>Demonstrate the ability to form effective helping relationships with diverse individuals and groups.<br><br>Strengths:<br><br>Improvements: | | | | | |

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **6. Understanding the Helping Process**<br><br>Understand the facilitative factors that influence the helping process, including counselor and client characteristics; racial, ethnic, and gender factors that might bear on the success of the helping process; collaboration/consultation skills; and philosophical and theoretical frameworks that undergird the process.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **7. Group Counseling Skills**<br><br>Translate group development, dynamics, leadership styles and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **8. Classroom Guidance Skills**<br><br>Integrate an understanding of instruction and classroom management into effective classroom guidance interventions.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **9. Career Counseling and Educational Planning**<br><br>Demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **10. Using Assessments**<br><br>Use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling interventions and programmatic outcomes and effectiveness.<br><br>Strengths:<br><br>Improvements: | | | | | |

| Area | Poor | Fair | Adequate | Good | Exceptional |
|---|---|---|---|---|---|
| **11. Using Counseling Research**<br><br>Understand and use counseling research and evaluation results to guide counseling practice.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **12. Professional and Personal Behaviors**<br><br>Exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **13. Ethical and Legal Behavior**<br><br>Demonstrate ethical behavior based on the ethical standards for ACA and ASCA and understand the legal issues relevant to school counseling.<br><br>Strengths:<br><br>Improvements: | | | | | |
| **14. Leadership and Advocacy**<br><br>Exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.<br><br>Strengths:<br><br>Improvements: | | | | | |

Please return this form to the Loyola supervisor.

**Pre-Conference Sheet**
For Tapes and On-Site Visits

Intern's Name:_____

Date/Time of Tape or Observations:_____

**To be completed by the Intern:**

Session Number:_____ Age(s) of student(s):_____

Presenting Problem/Issue:_____
_____
_____
_____
_____

Goals/objectives:_____
_____
_____
_____

What is your theoretical orientation and how will you know if you have met your goals:
_____
_____
_____
_____

Briefly summarize the factual content of the session (for tapes) and case conceptualization:
_____
_____
_____
_____
_____

Techniques used and rationale:_____
_____
_____
_____
_____
_____
_____

**Complete this section for both taped sessions and observations:**

I would like feedback on the following:_____

**Complete the following section for taped sessions only (after reviewing the tape):**

Summarize the significant behavioral, cognitive, and affective components identified during the session:_____

Identify your specific thoughts, feelings and behaviors during the session that may have affected the student's (s') responses:_____

Identify the significant themes that emerged during this session:_____

Self reflection (what do you think you did well, could have done better, would do differently next time, etc.):_____

Student's Name:_____ Date:_____

Observation:_____

**SUPERVISOR'S FEEDBACK**

| Area | Comments |
|---|---|
| Counseling Techniques | |
| Counseling Relationship | |
| Group Dynamics/ Process/Content | |
| Strengths | |

| | |
|---|---|
| Upgrades/ Areas to Work On | |

Feedback/Evaluation: 20 Points Total

Structure of Group/Session:_____/____6_____

____Evidence of Planning for session(s)
____Logical sequence of activities, session content
____Activities appropriate for age(s) and maturity level of students
____Activities appropriate for presenting concern or focus of session(s)

Techniques Employed:_____/____6_____

____Rapport with student(s) evident
____Used techniques appropriate for concern or issue
____Demonstrated use of techniques expected by Internship level student
____Techniques and activities were consistent with the plan/goals for the student/group

Content/Process of Session:_____/_____6_____

____Five-stage interview process or 4 tasks of group plan evident
____Managed process/flow of session effectively – case conceptualization was evident
____Addressed content/issues that arose during session
____Facilitated the inclusion of all group members in session
____Managed the group dynamics evidenced in the session

Completed the Pre-Conference Form appropriately:_____/_____2_____

Total Points:_____/___20____

Professor's signature:_____

# PORTFOLIO REQUIREMENTS
# Loyola University Maryland
# SCHOOL COUNSELING PROGRAM

**Counseling Portfolio Requirements**

**At the conclusion of internship, all students are required to develop a portfolio (electronic portfolio after XXXX) to document their professional growth and learning in the field of School Counseling. The portfolio should be divided into five sections labeled 1) Professional Statement, 2) Program Management and Leadership, 3) Responsive Services/Intentional Interventions, 4) Curriculum Development/Implementation, 5) Accountability Practices and Results Reporting**

**Professional Information and Reflective Statement**

- Resumé or Curriculum Vita (CV) that identifies levels or field experiences
- School Counseling Philosophy Statement
- Professional Self-Evaluation (minimum of 3 pages)
    - Discuss your view of school counseling prior to entering into the program and how your view has changed and grown as a result of your training.
    - Discuss your views related to social justice, diversity, leadership and advocacy by reflecting upon what you have learned throughout your course work and clinical experiences. Cite examples by listing readings, courses and/or experiences.
    - Describe how you have grown in your skills/dispositions related to curriculum development/implementation, individual/small group counseling and planning, program management, accountability practices and collaboration skills. Cite examples by listing readings, theoretical orientation, courses and/or experiences.
    - Describe the areas of opportunity that you wish to further develop within yourself. This may include (but is not limited to) knowledge of content/procedures, dispositional development related to diversity, advocacy and leadership, coordination practices, clinical skill development and knowledge of curriculum design and implementation. In addition, include your plans to advance your knowledge or growth in the areas that you have identified.
- Interactive Activity and Reflective Paper from GC708

**Program Management, Professional Ethics and Leadership**

- Practicum Proposal
- Internship Proposal
- Formal/informal Presentations for parents/teachers/administrators
- Ethics Project from GC792
- Position Paper on School Counselor Leadership from GC700

## Responsive Services/Intentional Interventions

- Small Group Sessions and Overview
- Group Project
- Individual Case Analysis/reflections
- Consultation Documentation

## Curriculum Development/Implementation

- Curriculum Development Project from GC700 Introduction to School Counseling
- Lesson Plans and Overview
- Small/large group individual planning/advising
- School wide Initiatives/Assemblies that you have lead or assisted in developing/implementing
- Career Development Project from GC703 Career Development

## Accountability Practices and Results Reports

- Data used to support program initiatives such as perception surveys, needs assessments, MSA data, structured interviews, observation data
- Results Reports
- Power point Presentations that share your data results

**Time Sheet:** definition of terms (Aligns with ASCA Definition of Terms)

*Interns will keep in mind the four themes: leadership, advocacy, collaboration, and system change when accomplishing the following:*

| Delivery | Definition |
|---|---|
| *Individual Counseling* (Direct) | Counseling service to students that are planned or unplanned to support those experiencing difficulty with relationships, personal concerns or developmental tasks. Service is typically short-term and deals with adjustment issues. This service may be initiated by students (self-referral), parents, or faculty. |
| *Group Counseling* (Direct) | Counseling service delivered to a group of students who share similar difficulties in handling relationship, personal concerns, developmental tasks or academic development. |
| *Crisis Counseling* (Direct) | Counseling that is unplanned and provides immediate prevention, intervention and follow up services to families, students or staff facing emergency situations. Counseling is short-term and may involve referral to outside sources. |
| *Peer Facilitation* (Direct/Indirect) | Facilitating or co-facilitating a peer program such as peer mediation, peer helpers, etc. Direct time = time spent with students. |
| *Individual/Group Student Planning (Advising)* (Direct) | Meeting with student(s) to guide them in long-term planning (goal setting) or short-term planning. Planning may include analyzing personal data (interest inventories, achievement tests, grades, etc) to support realistic goals. Some examples might include: advising on graduation requirements, course selection, career planning, and college advising, |
| *Individual/Group Student Planning (Appraisal)* (Direct) | Meeting with students to analyze/evaluate their interests, skills, and achievement as it relates to academic, personal/social and career development. |
| *Consultation* (Direct) | A service that provides support to students by working directly with their parents/guardians, educators, and community agencies to identifying problems in order to put effective interventions into place. Follow up and data collection to support effectiveness of intervention is encouraged. |
| *Collaboration/ Interdisciplinary Curriculum Development* (Indirect) | Through teaming with other professionals in the school building and community, school counselors will promote the goals of the counseling program. Stakeholder feedback will be used to shape the direction of the counseling program, make adjustments to a current program and/or initiate new activities/interventions that support student growth in the three domains. |
| *Classroom Guidance* (Direct) | Counselors work in classrooms to teach students those skills identified by the counseling program action plan. |
| *School-wide Program Implementation* (Direct) | Counselors work outside of the classroom to provide instruction to students in those skills identified by the counseling program action plan. (I.e. career day fairs, service learning opportunities, college night, etc.) |
| *Parent/teacher trainer* (Direct) | Counselors provide instruction/training to parents/teachers/staff in the skills needed to support the facilitation of the goals/objectives outlined in the school counseling action plan. |
| *Task Meeting Attendee* (Indirect) | Attending meetings related to academic planning which may include school safety, vocational development, school improvement goals, etc. Some examples of activities would be SIT team member, Advisory committee member, etc. |
| *Program Management: planning & data collection/analysis* (Indirect) | Indirect planning on the part of the counselor to support the direct services provided by the counseling program. Activities in this section might include lesson planning, session planning, data collection, results recording, climate report, portfolio etc. |
| *Clinical Observations* (Indirect) | Observations completed by the counselor to support data collection. Observations might include frequency counts, ABC observations, etc. |
| *Professional Development* (Indirect) | Opportunities counselors take to acquire better understanding in areas of interest/need. Some examples would be attending professional workshops, reading of professional journals/books, etc. |

**Name** _____ **Month** _____

**Internship Time Sheet**

| **DATES** | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Activities** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **D** | **I** | **TOTALS** |
| Individual Counseling | | | | | | | | | | | | | | | | | | | | | |
| Group Counseling | | | | | | | | | | | | | | | | | | | | | |
| Crisis Counseling | | | | | | | | | | | | | | | | | | | | | |
| Peer Facilitation | | | | | | | | | | | | | | | | | | | | | |
| Individual/Group Student Planning (Advising/appraisal) | | | | | | | | | | | | | | | | | | | | | |
| Consultation | | | | | | | | | | | | | | | | | | | | | |
| Collaboration/ Interdisciplinary Teams Curriculum Development | | | | | | | | | | | | | | | | | | | | | |
| Classroom Guidance | | | | | | | | | | | | | | | | | | | | | |
| School-wide Program Implementation | | | | | | | | | | | | | | | | | | | | | |
| Professional Development | | | | | | | | | | | | | | | | | | | | | |
| Task Meeting Attendee | | | | | | | | | | | | | | | | | | | | | |
| Program Management: planning & data collection/analysis | | | | | | | | | | | | | | | | | | | | | |
| Supervision | | | | | | | | | | | | | | | | | | | | | |
| **Direct Total** | | | | | | | | | | | | | | | | | | | | | |
| **Indirect Total** | | | | | | | | | | | | | | | | | | | | | |
| **TOTAL** | | | | | | | | | | | | | | | | | | | | | |

For each day of internship, enter the number of hours or partial hours engaged in each of the above activities. D = Direct Service; I = Indirect Service.

Site Supervisor's Signature: _____ Date:_____