# HANDBOOK FOR THE SCHOOL COUNSELING PRACTICUM



# DIRECTIONS FOR STUDENTS AND SCHOOL-BASED SUPERVISORS

2013-2014

The Loyola University Maryland's 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 (SC B.2, C.2-5, P1.2);

- 2. assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, and the ASCA *National Model* (II G.5,6; A.5, B.2, SC P.1);
- 3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families (II G.5..c-e; II.G.6.a-e);
- 4. describe and adjust to societal changes and trends in a multicultural society (SC D.1, F.1-4);
- 5. develop, implement, and evaluate effective research based interventions which facilitate systemic change designed to maximize student success(II.G);
- 6. demonstrate the ability to form effective helping relationships with diverse individuals and groups (SC D.1);
- 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 (SC D);
- 8. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents/guardians, faculty, staff, and community stakeholders (SC C.3,5;SC D.2);
- 9. integrate an understanding of instruction and classroom management into effective classroom guidance interventions (SC D.3; P.1);
- 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 (SC);
- 11. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness (K.1-3, L.1-3);
- 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.

### GC 791 School Counseling Practicum

#### **Introduction**

This formative experience requires students to complete practicum experiences that total a minimum of 100 clock hours. The experience <u>must</u> include a minimum of 40 hours of direct service with students in individual and group interventions. At least one-fourth of the direct service hours should be in group work.

The practicum is an opportunity to begin to experience the wide gamut of essential school counseling services at an actual school site with students, parents, and educators. The practicum student will be under the direct supervision of a Loyola University school counseling faculty member and a school-based supervisor who must be a certified professional school counselor. **The practicum focuses on developing** *competence* in individual and group counseling skills. The student will become familiar with a variety of professional activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments, toys, games, books, computerized guidance systems, print and non-print materials and media, professional literature, research, referral data and other persons.

There will be a minimum of (1) hour(s) per week of individual supervision via consultation, direct observation, or video recording under the supervision of the school-based supervisor, who works in collaboration with the Loyola counseling program faculty.

Students are required to have an average of one and one-half (1 ½) hours per week of group supervision with other practicum students. This experience is under the direction of the assigned Loyola counseling program faculty member.

Students must be registered for GC 791. A grade for the course will be assigned by the Loyola instructor upon satisfactory completion of the practicum. Completion of the course is in accordance with the guidelines of the Council for Accreditation of Counseling and Related Programs and counts towards meeting the Maryland State Department of Education requirements for certification as a school counselor.

#### **Prerequisites**

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

GC 700 Introduction to School Counseling

GC 701 Techniques of Educational Counseling

GC 704 Theories of Counseling

GC 706 Group Counseling in Schools (may be taken concurrently)

GC 792 Professional Issues and Ethics in Counseling (may be taken concurrently)

Students are responsible for the knowledge and skills presumed to have been learned in these prior classes. Any deficiencies in knowledge or skills will place one at a significant disadvantage in the practicum and may result in the requirement that deficiencies be addressed before the student may move on in the program.

#### **Competencies and Clinical Supervision**

Supervision of Practicum students occurs in two ways:

a. The school-based supervisor provides a minimum of an average of one hour weekly of individual supervision of the student each week throughout the practicum and works in consultation with the Loyola faculty supervisor.

b. The practicum student participates in an average of one and one-half (1 1/2) hours per week of group supervision with a Loyola faculty member that is provided on a regular schedule throughout the semester. Practicum students are encouraged to seek out supervisors for additional supervision, as needed.

#### **Student Responsibilities**

Successful completion of the Practicum requires a great deal of responsibility on the part of the student as outlined in this section. Practicum students 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 practicum in a timely manner.
- 2. Register for GC 791 and pay all applicable fees. The school-based supervisor will receive an honorarium paid by the student to Loyola University when registering for the practicum.
- 3. Plan, in conjunction with the school-based supervisor, a program of school counseling activities that will extend for a minimum of 100 clock hours and cover the listed practicum 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 practicum. It should also include the 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. 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 Practicum Time Sheet, which is attached. A minimum of 40% of the time (totaling 40 hours) in the practicum must be spent in the direct service to students that contributes to the development of counseling skills: individual or group counseling, group guidance, developmental guidance, consultation, and collaboration.
- 6. Keep a daily journal; entries may be either hand-written or typed. 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 or neatly handwritten.
- 7. Maintain a file of all consultation activities using an appropriate form to document each activity.
- 8. Make taped recordings of counseling sessions. Each tape should be accompanied by a written or typed report of each session, the form for which is attached. These tapes will be critiqued by the school-based supervisor(s) and forwarded to the Loyola supervisor. Two (2) tapes and/or observations of clinical sessions is the minimum for Practicum students. **NOTE: Specific information can be found on page 12.**

- 9. Conduct at least one (1) eight-session group. Students must identify and screen appropriate members, plan for sessions, and conduct evaluation and follow-up activities.
- 10. Conduct two (2) sets of classroom guidance activities. Each professor will define a set, but in general it is presenting the same lesson to three or more classes or large groups or three or more sequential lessons to the same large group/class.
- 11. Maintain an on-going case load of at least two (2) students who are seen weekly throughout the semester. The practicum student should have the experience of working with students on an ongoing basis.
- 12. Attend Practicum 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 practicum students the opportunity to learn from sharing experiences with other students; 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.
- 13. Begin working on the 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.
- 14. Dress appropriately in the site placement.

#### **Proposal Guide**

The following items should be included in the written proposal, which is to be completed **each semester** a student is enrolled in Practicum or Internship. Proposals are a written agreement among you, your site supervisor, and your Loyola professor detailing how you plan on completing your experiential requirements. The proposal title page must be signed by both supervisors and the practicum student. A copy will be kept on file by your Loyola supervisor.

#### A. Title page

- 1. Loyola University Maryland School Counseling Practicum
- 2. School Name
- 3. Semester
- 4. Supervisor's name and place for signature
- 5. Student's name and place for signature
- 6. Professor's name and place for signature
- A. Description of the school in which the Practicum will be done.
  - 1. School name

- 2. Address (including zip code)
- 3. Telephone and fax numbers
- 4. Webpage URL for the school
- 5. Directions for traveling to the school by car from the Loyola campus where one attends seminar
- 6. Type of school, e.g., vocational-technical, general education, magnet
- 7. Demographics of the student population by category
  - a. Gender
  - b. Ethnicity
  - c. Students receiving Special Education services
  - d. English Language Learners (ELL)
  - e. Percentage of students receiving free and reduced priced meals (FARMS)
  - f. Mobility rate
- 8. Name of the principal (include title)
- 9. Name(s) of the assistant-principal(s) (include titles)
- 10. Name(s) of the secretary(s) (include titles)
- 11. Name(s) of the Student Services personnel (i.e. school psychologist, school social worker, nurse, pupil personnel worker, etc.)
- 12. Bell schedule
- 13. A copy of the school system's calendar for the school year (1-2 page document)
- B. Organization of the School Counseling department:
  - 1. Names and positions of all personnel (include titles)
    - a. Chairperson.
    - b. Professional school counselors.
    - c. Secretary(ies).
    - d. Aides.
    - e. Any other related services staff
  - 2. Name, telephone number, and email address of your supervising professional school counselor.
  - 3. Location and description of the school counseling office/suite (use diagram if necessary).

- 4. List/description of the services provided by the school counseling department.
- 5. Explanation of how students are assigned to the professional school counselors and the student:counselor ratio

#### C. Practicum student information:

- 1. Name, home address, and telephone number.
- 2. Approximate beginning and ending dates for the Practicum experience
- 3. Daily/weekly school counseling schedule.

#### D. Description of proposed school counseling activities

- 1. Approximate dates of the beginning and end of practicum.
- 2. Student case load (grade, sex, curricular program).
- 3. Space that will be used for the various activities (where will the individual and group counseling, classroom guidance, etc. activities be held?).
- 4. Brief explanation of the activities for individual counseling, group counseling, and classroom guidance. The format shown below should be used for this section.

Example: Individual Counseling

Student	Date	Goal Area (academic, career, or personal/social)	Objective	Description of Activity	Population Served	Assessment of Outcomes

## Guide to College Supervisory Visits, Journal Keeping, Documentation, and Portfolio

#### A. Loyola supervisor visits

- 1. The Loyola supervisor will visit the Practicum student at least once at the school during the clinical experience to consult with the student and the school-based supervisor. These visits will involve evaluation of the practicum student's performance, and generally involve an observation of a group session and/or other counseling activities.
- 2. Visits will be announced in advance.
- 3. The student should arrange for a private place to meet with the Loyola and site supervisors.

#### B. Journal entries

- 1. Entries should be a reflection of the daily activities.
- 2. Each professor will delineate the specific content requirements for the journal for their class.
- 3. Use a separate binder for this purpose only or type entries.
- 4. Date all entries.
- 5. When identifying clients, do not use last names. Use first names or initials (i.e., Bill, Joan's mother.)
- 6. Report essential facts and reasons for the activity
- 7. The student should provide a written analysis and evaluation of the activity and reflect on his/her skills and effectiveness during each activity.

#### C. Documentation

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

#### D. Portfolio

- 1. Students are required to develop a portfolio as a program requirement. The portfolio should be started no later than Practicum and is reviewed during the last semester of Internship.
- 2. Requirements for the Portfolio can be found in the appendix to this document.

#### **Components of a Clinical Counseling Report**

#### Each session report must:

- 1. Include factual data: counselor name, date, number and length of the session, student's(s') first name(s) /age(s), and who initiated the session.
- 2. Identify the presenting issue.
- 3. Identify the counseling goals and objectives.
- 4. Discuss how you will know if you have met your goals/objectives.

- 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.

#### **Seminar Course Outline**

- 1. Overview of syllabus, requirements, and placement(s)
- 2. Program development, implementation and evaluation
  - ➤ Understanding the role of the professional school counselor
  - > Understanding assessing client's needs
  - Proposal development
  - > Gaining an understanding of the school, school's climate and services
  - > Group sharing and problem solving
  - > Review of individual and group counseling techniques
  - ➤ Application/demonstration of theories and techniques
  - > Identification of needs and appropriate strategies
  - > Review of literature, tools, and resources
  - > Review of referral procedures and team processes
  - > Discussion of supervision
  - Discussion of Crisis Planning
  - > Discussion of cross cultural issues
  - Presentation of cases
  - ➤ Analysis of video recorded presentations
  - ➤ Review of related school counseling programs, i.e., peer facilitation, conflict resolution, parent groups, etc.
  - > Self assessment
  - Professional development
  - ➤ Relating ethical and legal considerations to school counseling practices

#### **Evaluation of the School Counseling Practicum Student**

Evaluation of the practicum student involves multiple quantitative components: the proposal, tapes and/or observations, practicum experiences/outcomes, the evaluation of personal and professional traits, the self-evaluation, and attainment of at least 100 hours. Quality of the experiences is very important. Additionally, the following course activities are required: attendance at all classes, class participation, obtaining liability insurance, completing journals as required, and appropriate completion of the time requirements. While these activities are not graded, a student's grade may be dropped for failure to complete one or more of these requirements as outlined by the professor or for activities not completed on time.

In evaluating the practicum student, please keep in mind the best interests of school students and the profession in general. The interests of the above can be served best if the attached forms are completed in a sincere and unbiased manner. This school-based supervisor must provide formative and summative feedback to the student.

#### **Grades**

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

A *Excellent*. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course. This rating should be reserved for those students who <u>regularly</u> display outstanding abilities or performance in the Internship.

B *Good*. Denotes work which 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)

W Withdrawal. Denotes authorized departure from course without completion. It does not enter into grade point average calculation.

I Incomplete.

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.

#### **Instructions for Professors and Students Regarding Video Recording of Minors**

Permission slips must be sent to the parents or guardian if video recording is to take place. The permission slips must inform the parents or guardian if the video recording is to be used in class. In this case, confidentiality cannot be guaranteed and whoever signs the permission slip must be aware of this. At no time, should the face of the minor appear in the video recording.

Signed permission slip must be given to the instructor of the class prior to any use of the video recording. The instructor will provide all signed permission slips to the director of the counseling program, who will then secure them in the Education office.

Should a student find it impossible to obtain a signed Parental Permission Form, the student may not proceed. In such cases, arrangements must be made with the instructor of the class to evaluate the student's performance in an alternative manner; such as live observation of the counseling sessions that would have been video recorded had it been possible.

If a parent or guardian is willing to sign the permission slip, providing the video not be shown in class, the school counseling student and instructor must view the video recording privately, for instructional purposes.

# Parental Permission Form

I understand that the counseling sessions provided to my ch	nild,
·	(First & Last Name)
will be recorded by his/her counselor trainee,	<b>-</b>
via audio/video recording in order to supervise and evaluate	(First & Last Name) e the counselor trainee. Only the
counselor trainee and his/her supervisor and/or faculty instr	ructor will have access to the recorded
sessions. I understand that the recorded sessions may be rev	viewed by other counselor trainees for
instruction purposes only. The video recording will focus o	n the counselor trainee's face and not
my child but my child's voice will be audible.	
My signature below indicates my understanding of and con	sent for recording sessions with my
child:	
Parent/Guardian's signature	Date
Counselor trainee's signature	Date
Instructor's signature	Date

# Practicum Student Mid-Semester Evaluation

Name of Student:	Site Placement:
Site Supervisor:	Date:
Please complete this evaluation form. It is important review your feedback with your Practicum student. think about what you would expect the student to know third to half way through the program.	

	Professional and Personal Traits	Needs	Meets	Above	Exceptional
1	Day stood to	Improvement	Expectations	Average	
1.	Punctuality				
2.	Attire is professional and appropriate for the				
	setting.				
3.	Demonstrates flexibility and emotional				
	maturity.				
4.	Engages in ethical practice and abides by				
	school system policies.				
5.	Demonstrates a general knowledge of the				
	school counseling program.				
6.	Demonstrates the ability to use group,				
	individual and classroom guidance skills				
7.	Demonstrates the ability to work				
	independently.				
8.	Follows-up appropriately on cases.				
9.	Is able to establish rapport with students.				
10.	Works well with faculty.				
11.	Works well with parents.				
12.	Demonstrates an interest in the total school				
	program.				
13.	Respects the diversity of the school,				
	students, and community.				
14.	Is able to plan and coordinate				

Practicum Student:
School Counseling Practicum Experiences/Outcomes
The following school counseling experiences must be successfully completed. Place an (x) beside each outcome achieved and a (-) beside each outcome not fully achieved. Please return to the Loyola supervisor. The intern must be able to:
Demonstrate high quality personal and professional traits.
Demonstrate the ability to plan and implement at least two sets of large group developmental guidance activities.
Demonstrate an understanding of the school, curriculum, student records, and appraisal processes.
Describe through observation the role of the professional school counselor as a community liaison and school counseling advocate.
Demonstrate competence in individual and group counseling through a rotating case load of at least two individual students and a minimum of one group consisting of at least eight sessions.
Utilize counseling literature to address the issues of importance to the counseling program.
Utilize a variety of counseling tools, resources, and strategies to facilitate the growth of students.
Observe and participate in consultation and collaboration with teachers and other school personnel.
Observe and participate in consultation and collaboration with parents.
Discuss and network with the Pupil Services Team, i.e. school nurse, school psychologist, pupil personnel worker, administrator, and/or school social worker.
Demonstrate knowledge of and ability to use a variety of counseling tools, including the emerging related technology.
Demonstrate knowledge of and participate on various teams and counseling programs, i.e. peer helping, peer mediation, IEP teams, and career programs.
Apply referral procedures for students in need of specific help.
Demonstrate adherence to ethical and professional standards.
Demonstrate knowledge of the relationship of the school counseling program to the total school program and discuss issues of importance to the present and future of the counseling program.
Faciliate appreciate for the cultural, lifestyle, and gender diversity of the school population.
School-based supervisor signature :

Date:

Practicum Student:	

# END OF COURSE EVALUATION

**Practicum Competencies** 

Professional/Personal Traits	Needs Improvement	Meets Expectations	Above Average	Exceptional
Voice quality				
2. Professional appearance				
3. Energy/initiative				
4. Punctuality				
5. Self-confidence				
6. Perseverance				
7. Sense of trust				
8. Sense of humor				
9. Flexibility				
10. Emotional maturity				
Guidance and Counseling				
General knowledge of school counseling program				
2. Ability to apply individual counseling skills				
3. Ability to apply group counseling skills				
Ability to plan/conduct developmental guidance lessons				
5. Ability to consult and collaborate with peers, teachers, and parents				
6. Ability to use original and imaginative ideas				
7. Ability to follow up on cases				

	1	1	1	1
8. Ability to work independently				
9. Ability to manage unexpected situations				
10. Ability to work with others				
11. Ability to plan and coordinate				
12. Ability to respect and appreciate the diversity of the student population				
13. Ability to plan and implement a developmental comprehensive school counseling program				
Professional Traits				
1. Rapport with students				
2. Relationships with colleagues				
3. Interest in the total school program				
Attitude toward counseling and assigned duties				
5. Response to suggestions				
6. Oral communication				
7. Written communication				
8. Respect for confidentiality				
Attitude toward, and respect for, diverse populations				
10. Adherence to ethical standards				

Overall, would you consider the Practicum student to be
exceptional and ready to move to Internship
above average and ready to move to Internship
good and ready to move to Internship
fair or poor and <b>NOT</b> ready to move to Internship
Please include a brief statement about the Practicum student. You may wish to elaborate on items in the checklist or make general comments about the overall rating you assigned to the student. Please note any particular strengths or weaknesses. You may include a written statement in lieu of using this space.
School-based supervisor signature:
School:
Date:

#### **School-based Supervisor Evaluation**

(to be completed by the Loyola Intern)

School-based supervisor's name:	Intern's name:
School System:	Date:

Loyola University Maryland's 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. Effective Interventions					
Translate personality theory, learning theory and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families					
Strengths:					
Improvements:					
2. Multicultural Society					
Describe and adjust to societal changes and trends in a multi-cultural society.					
Strengths:					
Improvements:					
3. Individual Counseling Skills					
Demonstrate the ability to form effective helping relationships with diverse individuals and groups.					
Strengths:					
Improvements:					

4. Understanding the Helping Process			
Understand the facilitative factors that influence the helping process, including effective 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 under gird the process.			
Strengths			
Improvements:			
5. Group Counseling Skills			
Translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives.			
Strengths:			
Improvements:			
6. Classroom Guidance Skills			
Integrate an understanding of instruction and classroom management into effective classroom guidance activities.			
Strengths:			
Improvements:			
7. Using Counseling Research			
Understand and use counseling research and evaluation results to guide counseling process.			
Strengths:			
Improvements:			
8. Professional and Personal Behaviors			
Exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards.			
Strengths:			
Improvements:			

9. Ethical and Legal Behavior			
Demonstrate ethical behavior based on the ethical standards for ACA and ASCA and understand the legal issues relevant to school counseling.			
Strengths:			
Improvements:			

Please return this form to the Loyola supervisor.

# **Clinical Report/Pre-conference Form**

Student's Name:
Date/Time of Tape or Observations:
To be completed by the Practicum Student/Intern
Session Number: Age(s) of student(s):
Presenting Problem/Issue:
Goals:
How will you know if you have met your goal(s):
Case Conceptualization:
Techniques used and rationale:
· 

Complete this section for both taped sessions and o	bservations:	
I would like feedback on the following:		
Complete the following section for taped sessions or	nly (after reviewing the tape):	
Summarize the significant behavioral, cognitive, and a session:	-	
Identify your specific thoughts, feelings and behaviors responses:	s during the session that may have affected	the student's (s')
Identify the significant themes that emerged during thi		
Self reflection (what do you think you did well, could etc.):	·	t time,
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	n: 20 Points Total
Structure of Group/Sess	sion:/6
Logical se Activities	of Planning for session(s) equence of activities, session content appropriate for age(s) and maturity level of students appropriate for presenting concern or focus of session(s)
Techniques Employed:	/
Used tech	with student(s) evident uniques appropriate for concern or issue rated use of techniques expected by Practicum level student
Content/Process of Sess	sion:/6
Managed Addresse Facilitate	e interview process or 4 tasks of group plan evident process/flow of session effectively d content/issues that arose during session d the inclusion of all group members in session the group dynamics evidenced in the session
Completed the Pre-Con	ference Form appropriately:/2
Total Points:	

# 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 beginning with students entering fall 2011) 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)
  - o 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.
  - O 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.
  - o 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.
  - O 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)

:

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: course selection, career planning, college advising, etc.
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) Classroom Guidance	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.  Counselors work in classrooms to teach students those skills identified by the counseling
(Direct)  School-wide Program  Implementation  (Direct)	program action plan.  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	
- 100	1,1,1,1,1	

# **Practicum Time Sheet**

DATES																					
Activities	D	Ι	D	Ι	D	I	D	I	D	I	D	Ι	D	I	D	Ι	D	Ι	D	I	
Group/Classroom																					
Guidance																					
Group Counseling																					
Individual Counseling																					
Individual Student																					
Planning																					
Supervision																					
Program Planning/Team																					
Meetings																					
Clinical Observation																					
Advocacy																					$\mathbf{T}$
Professional																					1
Development																					
Use of Materials/Tools																					V
Consultation w/ Teams,																					T
Parents, Teachers,																					-
Administration, Staff																					A
Study of Policies &																					
Procedures																					T
Referrals/ Follow-up																					
Departmental/ School-																					S
wide Programs																					D
Data Collection																				_	
Coordination																					
Direct Total																					
Indirect Total																					
TOTAL																					

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

Site Supervisor's Signature:	Date:
------------------------------	-------