

Supervision Manual

**SCHOOL COUNSELING
PRACTICUM**

SCOUN-788

School of Education

UW-Stout

Rev. 9/2009



TABLE OF CONTENTS

INTRODUCTION	1
RESPONSIBILITIES AND COMMITMENTS	
• Site Supervisor Responsibilities.....	2
• University Responsibilities	2
• University Supervised School Counseling Practicum Team Responsibilities	3
STUDENT CHECKLIST OF REQUIRED PROCESSES AND FORMS	
• Supervised School Counseling Practicum Seminars.....	4
• Documentation of Supervised School Counseling Practicum.....	4
• Additional Considerations.....	5
PERSONAL INFORMATION FORM (SSCP Form 1).....	6
PRACTICUM SITE CHECKLIST (SSCP Form 2)	7
PRACTICUM PLAN OUTLINE (SSCP Form 3).....	8
CASE STUDY (SSCP Form 4)	9
COUNSELOR ACTIVITIES LOGS (SSCP Form 5 & 5a).....	10
PRACTICUM EVALUATION RUBRIC: FINAL ASSESSMENT	12
INFORMATION CARD (SSCP Form 9).....	15
K-12 CERTIFICATION IN MINNESOTA MEMO	16
DOCUMENTATION OF FORMAL OBSERVATIONS	
• Kindergarten (K) or Primary (1-3)	17
• Intermediate (4-6).....	18
• Middle (7-9)	19
• Senior High (10-12)	20

INTRODUCTION

Practicum is the initial field experience in the training of school counseling graduate students. It consists of both observed and actual counseling experiences with clients and the beginning application of the counselor's competencies. Practicum provides an opportunity for the counselor in training to utilize counseling professional skills under supervision.

Point of View

The practicum experience is viewed as a tutorial form of instruction, during which time the counselor in training works closely with qualified staff members in supervisory relationships. The focus is on the "counselor as a person" with the knowledge he/she has gained in his/her didactic course work so that the counselor can learn to utilize his/her professional skills appropriately in a school and community setting.

At the beginning of the practicum experience, school counselors in training will examine the practice of school counseling skills rather than demonstrate professional competence. As the practicum student progresses, the expectation is, that the student will demonstrate a higher level of professional competence.

In addition to the opportunity of putting into practice the facilitative skills the student has, practicum offers the unique opportunity for the integration of practical experience and theoretical knowledge through the practicum seminar. A strength of the practicum experience is the development of professional counseling skills through work based training. The supervised practicum gives the counselor in training the opportunity to apply counseling methodology and theories to daily school situations.

The responsibility placed upon the graduate student involved in counseling practicum is paramount. In addition to the responsibility to their clients and to themselves, counselors in training also represent the university counselor preparation program. His/her actions, professionalism, and ability to function as an effective counselor are closely scrutinized by university supervisors.

RESPONSIBILITIES AND COMMITMENTS

It is UW-Stout's intention to provide School Counseling students with the best possible experience during the practicum phase of their training. In order to accomplish this, it is essential that high quality institutions, capable of providing equally high quality supervision, be utilized as off-campus laboratories. It is imperative that a mutuality of understanding exists between all parties concerned: the on-site supervisor, the university staff, and the student. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the practicum program.

Site Supervisor Responsibilities

1. Meet D.P.I. Standard PI 34.04.
2. Be familiar with all aspects of the UW-Stout School Counseling Program, especially the practicum component.
3. Introduce the practicum student to the administrators and staff of the school or agency.
4. Insure that the student is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of non-compliance to the university supervisor immediately.
5. Provide the student with the best possible facility as a base of operations.
6. Arrange for the student to gain School Counseling experiences as outlined in SSCP Form 2. Note: Since the majority of Supervised Counseling Practicum students have had the pre-practicum called Counseling Process Lab, they will be ready to work as professionals with group guidance activities in the classroom, individual counseling situations, and small groups.
7. Observe the students in counseling sessions and/or group guidance activities at least two times during the semester.
8. Complete the practicum final evaluation form which will enable the university staff to evaluate student performance and the acquisition of professional school counseling skills.

University Responsibilities

1. Through the UW-Stout Office of Teacher Education, the Coordinator of Clinical Placement will, assist practicum students to find an appropriate site and arrange with the site supervisor to coordinate all activities.
2. Learn the philosophy, objectives, and organizational pattern of the cooperating host school.

3. Orient the students to the host schools in which they will do their practicum work.
4. Acquaint the host school with the philosophy, objectives and organization of the UW-Stout School Counseling program.
5. Establish and maintain good relationships between the university and host schools.
6. Monitor student progress by telephone, live or taped observation, and regularly scheduled supervision with the student.
7. Advise students concerning problems of adjustment to their practicum role.
8. Respect the observations and recommendations of the site supervisor.
9. Evaluate the effectiveness of the cooperating agencies as part of the practicum team.
10. Provide adequate travel monies to maintain a travel schedule for supervision, and provide payment to on-site supervisors as per agreement for services rendered (fees and other possible honorariums will be determined by department staff, Dean of the College of Human Development and the Office of Teacher Education.)
11. Coordinate and conduct the practicum seminar class.

University Faculty/Staff Practicum Team Supervisory Responsibilities

If the site placement component is to be a truly systematic phase of the counseling practicum, it is essential that the following process be adhered to:

1. All members of the practicum team will accept and adhere to the standards set up regulating site supervision, university staff, and student participation.
2. The Office of Teacher Education Coordinator of Clinical Placement will also participate with the practicum team in establishing a plan for supervision.
3. Assign practicum grades based on an evaluation of the total practicum experience (seminar and field experience).
4. Determine certification in accord with the other program requirements and forward to the Office of Teacher Education.

STUDENT CHECKLIST OF REQUIRED PROCESSES AND FORMS

1. Work with the UW-Stout Office of Teacher Education Coordinator of Clinical Placement concerning available placement sites and final placement in the School Supervised Counseling Practicum (including all agreement forms).
2. Completion of SSCP Form 1 (personal portfolio may be required for use in providing information to potential practicum site supervisors and staff).
3. Completion of the practicum Site Checklist with the site and/or university supervisor (SSCP Form 2).
4. Completion of practicum plan (see SSCP Form 3) by the student in cooperation with the university supervisor. The plan consists of a written document stating how the student will participate in the experiences listed on the Internship Site Checklist. The plan needs to be completed by the second seminar meeting.
5. Compile and complete a personal journal of practicum experiences with daily or weekly entries (See Form SSCP 3).
6. Complete the site information (SSCP Form #9) to be turned in to the Office of Teacher Education Coordinator of Clinical Placement no later than the first seminar meeting.
7. Meet the following seminar and evaluation requirements:

A. Supervised School Counseling Practicum Seminars

1. Present case studies following the recommended case study format (SSCP Form 4).
2. Share an outcome-based school counseling practice learned or generated at the student's practicum site (See SSCP Form 8 for outline).
3. Complete all assigned readings, and activities per course syllabus.

* *Additional research and service will be assigned by the university faculty team to any practicum student unable to attend practicum seminar meetings.*

B. Documentation of Supervised School Counseling Practicum

1. Compile an activity log during your school practicum experience. This log will be reviewed during your supervisory time with the university supervisor. This will need to be available on your site during the on-site conference with your university supervisor. A suggested basis for the log is the Counselor Activity Log (SSCP Form 5). This log should also include case notes, guidance lesson plans, and other appropriate materials.

At the completion of your Supervised Counseling Practicum experience, an Accountability Log Summary (SSCP Form 5a) must be submitted to your university supervisor. This document is a summary of your practicum experiences. Because the university calendar does not correspond with public school calendars, it may be necessary to project anticipated activities to be completed after the end of Stout's term. The Accountability Log Summary is due during evaluation week.

2. Complete a mid-semester review of progress on completion of practicum plan that includes a formal session with the University Supervisor during site visits or at seminars.
3. Complete a Practicum Student Final Assessment during a conference with the site and/or university supervisor. This form must be submitted to the university supervisor during evaluation week.

C. Additional Considerations

1. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
2. Comply with all institutional rules and regulations in a professional manner, such as:
 - a. Confidentiality
 - b. School Hours
 - c. Building Codes
 - d. Dress and Grooming
 - e. Attendance and Absence
3. Plan and maintain a regular schedule in cooperation with the site supervisor, staff members, and administration in accord with the local school district schedule. Keep them informed of your activities.
4. Plan activities and discuss related problems and results with the site supervisor.
5. Keep on-site and university supervisors informed of problems or unique situations.
6. Alert the on-site and university supervisors if you are to be absent because of illness, bad weather, or other emergencies.

SCHOOL SUPERVISED COUNSELING PRACTICUM
Personal Information Form

Name _____
(Last) (First)

ID _____ Sex: M _____ F _____

Certification Goal: School Psychology _____
School Counseling _____

Are you eligible for teacher certification? Yes _____ No _____

Do you have teacher training preparation? Yes _____ No _____

If you have taught, where and when? _____

Undergraduate Training: _____

Major(s): _____ Minor(s): _____

Undergraduate Institution Attended: _____

Degree Granted: _____ Year: _____

Please write a letter to your supervisor(s) introducing yourself as a person and developing professional. Included in this letter may be your interest in school counseling, significant work and other life experiences, a description of you as a person, and other information that you consider important for your supervisor(s) to know about you.

PRACTICUM SITE CHECKLIST

Student Name _____ Date _____

Site Supervisor _____ Site Location _____

University Supervisor _____

Please circle according to experiences that can be provided

- | | | |
|---|-----|----|
| 1. Individual Planning, Counseling, or Educational Support | Yes | No |
| 2. Small Group Guidance Activities | Yes | No |
| 3. Classroom Guidance Activities | Yes | No |
| 4. Individual and Group Assessment (use and interpretation)..... | Yes | No |
| 5. Staff Meetings..... | Yes | No |
| 6. Individual Education Plan Team Activities | Yes | No |
| 7. Program Research and Evaluation Procedures | Yes | No |
| 8. Organization and Administration of the District and Building | Yes | No |
| 9. Organization and Administration of the School Counseling Program | Yes | No |
| 10. Cross-cultural Experiences | Yes | No |
| 11. Technology Assisted Guidance Experiences..... | Yes | No |
| 12. Consultation with Teacher and Staff | Yes | No |
| 13. Professional Development Activities | Yes | No |
| 14. Other Experiences (please list): | Yes | No |

PRACTICUM PLAN OUTLINE

The Practicum Plan is to be developed subsequent to a meeting with your supervisor and the completion of the PRACTICUM SITE CHECKLIST (SSCP Form 3). The purpose of the Practicum Plan is to help you organize and set meaningful goals for your practicum experience within the context of the learning experiences available at your practicum site. The Practicum Plan (one per site) should be completed for review at the second seminar meeting. The Practicum Plan should include the following:

1. A listing of experiences available at the site(s).
2. A projection of how you and your supervisor anticipate you will participate in these experiences during your time at the site(s).
3. A sequence or flow chart indicating when during your practicum you will be participating in these experiences and what types of activities will be involved.
4. A projection of anticipated results (products or professional skill building experiences).

PRACTICUM PERSONAL JOURNAL

Each practicum student is required to keep a personal journal with entries on a daily or weekly basis to help you reflect on your perceptions of the practicum experience relative to school counselor professional practice. The journal entries will help you integrate various school counselor functions with your personal skills, abilities, feelings, strengths, limitations, and orientation to the profession. Your journal entries should be available for review with your university supervisor.

CASE STUDY
(suggested form)

I. Description of Client:

II. Description of client's presenting problem and counseling session(s):

III. Background information, (i.e., school records, family, observations, teacher reports):

IV. Plans and strategies for assistance:

Note: While ethical standards do allow consultation with co-professionals, anonymity of the client must be preserved.

WEEKLY LOG OF COUNSELOR ACTIVITIES

Counselor _____

Week of _____ to _____

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Individual counseling contacts						
Group counseling						
Classroom activities/ instruction w/teachers						
Teacher conferences/consultations						
Conferences with supervisors, administrators, other specialists						
Multicultural experiences						
Technology Assisted Guidance activities						
Other School counseling related activities						
Other (explain) *conferences, seminars, workshops						

SUMMARY LOG OF COUNSELOR ACTIVITIES

Counselor _____

Activities	Total
Individual contacts <i>(Direct Service)</i>	
Group counseling <i>(Direct Service)</i>	
Classroom activities <i>(Direct Service)</i>	
Teacher conferences	
Conferences with supervisors, administrators, other specialists	
Multicultural experiences <i>(Direct Service)</i>	
Technology Assisted Guidance activities <i>(Direct Service)</i>	
Other related activities <i>(Note if Direct Service)</i>	
Other (explain) *conferences, seminars, workshops <i>(Note if Direct Service)</i>	

**Practicum Evaluation Rubric
Final Assessment
School Counseling Practicum
University of Wisconsin—Stout**

Student Name: _____

Reviewer Signature: _____ Review Date: _____

Please rate the student named above on the following items of professional knowledge and skill. Please use the scale described below, remembering that students are not expected to reach practitioner level until the end of their practicum experience.

Observer: Minimal knowledge and skill development are evidenced in the domain area, often due to a lack of training and experience. Training and supervision are required.

Novice: Beginning knowledge and skill development are evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Demonstrates Professional School Counseling Program Delivery Skills		Observer		Novice		Not Observed
		1	2	3	4	
Individual Counseling/Planning	Demonstrates facilitative interpersonal skills					
	Interprets assessment data					
	Monitors student progress					
Group Counseling	Demonstrates facilitative interpersonal skills					
	Monitors relationships between group members					
	Tracks group progress and group functioning					
Developmental Curriculum Guidance	Plans lessons with appropriate content and materials					
	Uses effective instructional strategies					
	Connects curriculum to state/national student standards					

Demonstrates Professional School Counseling Program Delivery Skills, continued		Observer		Novice		Not Observed
		1	2	3	4	
Transition Services	Assists students/parents at educational transitions (home to school, elementary to high school, secondary to post-secondary)					
Consultation & Collaboration	Communicates effectively with staff					
	Communicates effectively with families					
	Refers to school/community resources					
System Support	Implements school-wide prevention programs					
	Participates in other school activities					

Demonstrates Knowledge of School Counseling Foundations		Observer		Novice		Not Observed
		1	2	3	4	
Applies knowledge of child development, psychology, and counseling theory in daily practice						
Understands and supports institution's mission						
Applies knowledge of the impact of diversity on student academic, personal/social, and career development						
Advocates for individual students and for systemic change						
Applies knowledge of state and federal laws in daily practice						
Acts in accordance with professional ethical standards of the American School Counselor Association						

Comments:

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Supervised School Counseling Practicum Information Card

Student Name (Print) _____ University Supervisor _____
Last First

I.D. Number _____ Email Address _____

Permanent Address _____

Local Address _____

Phone Number(s): Permanent () _____ Local () _____ Cell () _____

Placement Level(s): 9 Elementary 9 Middle 9 High School Placement Level(s): 9 Elementary 9 Middle 9 High School

Site Supervisor (1) _____

Site Supervisor (3) _____

Phone: (Site 1) () _____ School Name and Address:

Phone: (Site 3) () _____ School Name and Address:

Starting Date _____ Ending Date _____

Starting Date _____ Ending Date _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____

Placement Level(s): 9 Elementary 9 Middle 9 High School

Site Supervisor (2) _____

Phone: (Site 2) () _____ School Name and Address:

Starting Date _____ Ending Date _____

Days/Hours at site:

Monday	Tuesday	Wednesday	Thursday	Friday

Please give directions to your site: _____



School of Education
267 Home Economics Building
Phone: 715/232-1088 Fax: 715/232-1244

TO: All School Counseling Students

FROM: Mary Hopkins-Best, Certifying Officer
Office of Teacher Education

SUBJECT: K-12 Certification in Minnesota

To be eligible for K-12 School Counseling certification in Minnesota under the new rules, it will be necessary for you to document the completion of a series of formal observations and directed counseling experiences at each of the following levels:

- Kindergarten (K) or Primary (1-3)
- Intermediate (4-6)
- Middle (7-9)
- Senior High (10-12)

While Minnesota does not require a specified number of hours at each level, K-12 licensure (the only licensure available in Minnesota) requires experience at each level. Formal observations and directed counseling experiences may be completed as part of a required course, a Practicum, or an Internship. Documentation should be obtained when you have completed the experience.

Use the attached forms to document these experiences and submit to Debbie Hass, School of Education, Room 267 Home Economics building. The completed forms will be placed in your file in the Office of Teacher Education and a copy will be included with your application for Minnesota certification.

Applications for certification in Minnesota cannot be processed without this form.

If you have any questions, please contact me at (715)232-232-1008

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Kindergarten (K) or Primary (1-3):

Experience: _____

Hours: _____

Dates: FROM _____ TO _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Intermediate (4-6):

Experience: _____

Hours: _____

Dates: FROM _____ TO _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Middle (7-9):

Experience: _____

Hours: _____

Dates: FROM _____ **TO** _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____

Documentation of Formal Observations and Directed Counseling Experiences

Directions:

- **Experience** refers to the required course, practicum, or internship in which the experience occurred.
- **Hours** refers to the total number of clock hours included in the experience.

All requested information must be included and be readable for this form to be valid for certification.

School Counseling Student: _____

Senior High (10-12):

Experience: _____

Hours: _____

Dates: FROM _____ TO _____

Instructor's/Supervisor's Name

Typed/printed _____

Signature of Instructor/Supervisor _____

Title _____

School _____

Street Address _____

City State Zip Code _____

Telephone _____