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Updated 4/27/2020
Introduction to the Counselor Education
School Counseling Practicum

The clinical (practicum) experience is the final step in your training as a counseling student at Sul Ross State University. One of the primary experiences in the master’s program in Counseling is the clinical coursework embodied in practicum and internship.

This is an opportunity to further enhance your counseling, diagnostic, treatment planning, psychoeducational, administrative, and guidance skills. You are undertaking a serious professional responsibility and working with diverse client populations in school, community, addictions, and college student affairs settings. The primary objective of the courses is to provide experiences, consultation, and supervision to help students become effective counselors. The practicum manual serves as a resource for the field site experience. This experience is the culmination of your theoretical and practical skills training, allowing the faculty to assess your ability to fulfill the professional responsibilities and mastery of an entry-level counselor within your chosen concentration.

You are not in this experience alone. During your practicum, you will be supervised by a qualified, on-site, appropriately certified/licensed counseling professional. This person is a seasoned professional who will serve as your On-Site Supervisor and meet with you for individual supervision. Additionally, you will enroll in an online practicum class with a SRSU professor serving as your Practicum instructor. All forms required for practicum are included in this manual.

Students are required to familiarize themselves with the content in the manual and for abiding by the requirements and policies therein.
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Counselor Education Definitions, Goals, and Objectives

Throughout this manual, certain terms related to the clinical experience are used repeatedly. These terms are defined below, which will help you better understand the clinical requirements and give you more information about the clinical experience itself.

When writing your goals, you should write for each area for a total of four (4) goals. You must write at least one objective for each goal. You may write more than one if you want to, but each goal must have at least one objective. Remember, goals are broad and objectives are more specific. Questions to ask yourself when writing goals:

- What goals/outcomes do you want to achieve?
- How will you know that the goal/event is successful?
- How will you know that you have achieved the goal/outcome?
- What approaches (strategies) are you thinking of using?
- How will you decide which approaches/strategies to use?
- As you carry out this goal or even, what do you see as your personal learning focus?
- What information will you be gathering to self-monitor the process?
- How will you monitor progress toward the goal/event?

The following definitions, in congruence with those supplied in the Texas Administrative Code, Chapter 681 “Professional Counselors” will apply:

**Individual counseling** [with individual clients]—utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to achieve mental, emotional, physical, social, moral, educational, career, and spiritual development and adjustment through the life span.

**Individual goal/objective example:**

**Goal:** Increase knowledge and practice of reality therapy

**Objective 1:** I will be able to increase my knowledge and use of reality therapy when working with students.

**Group counseling** [with 2 or more students/clients]—utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to achieve mental, emotional, physical, social, moral, educational, career, and spiritual development and adjustment through the life span.

**Group goal/objective example:**
**Goal:** Encourage personal and social development of students by holding at least 4 experiential groups.

**Objective 1:** I will be able to guide students in In School Suspension (ISS) through techniques that will help them to improve their impulse control.

**Assessing and Appraising [Testing and Appraisal]**—utilizes formal and informal instruments and procedures, for which the counselor has received appropriate training and supervision, in individual and group settings for the purposes of determining the clients’ strengths and weaknesses, mental condition, emotional stability, intellectual ability, interests, aptitudes, achievement level and other personal characteristics for a better understanding of human behavior, and for diagnosing mental problems; but does not permit the diagnosis of a physical condition or disorder. [Note: Certified school counselors do not diagnose mental problems; licensed professional counselors do not administer projective testing. All formal appraisals are to be conducted under supervision of site supervisor.]

**Assessment goal/objective example:**

**Goal:** Administer a curriculum and standards-based educational and career planning tool assessment.

**Objective 1:** I will be able to understand and implement age appropriate career planning tools as well as preparing students for college entrance assessments.

**Career development counseling**—utilizes formal and informal counseling methods and appraisal instruments for the purpose of determining intellectual ability, interest, skill, aptitude, achievement, mental condition, emotional fitness, and other personal characteristics for occupational, vocational, and career selection and placement throughout the life span.

**Career goal/objective example:**

**Goal:** Assist high school seniors in creating a career portfolio for use during job interviews, scholarship applications submissions, and/or college/university intakes and admissions.

**Objective 1:** I will be able to understand and help with seniors with developing their career portfolio (hard copies and e-files).

**Direct hours** under supervision are those hours accrued when the intern works directly, face-to-face, with individuals or groups in counseling activities. (Note: in ED 7316A, school counselor interns will incorporate direct guidance and counseling activities with students, parents, and system support individuals. Supervised telephonic contact with parents/guardians regarding students’ counseling issues may be considered direct hours, at the discretion of the site supervisor.) Hours accrued when directly administering a counseling-related assessment instrument to individuals or groups may be counted as direct hours; the time spent interpreting the instrument face-to-face with the individuals and/or family members may also be counted as **direct** hours.
**Indirect hours** are those hours spent in preparation for individual or group guidance or counseling activities, including preparation for career counseling activities, family counseling, and for assessment/appraisal. (For example, an intern’s study of test manuals and test instructions would be considered *indirect hours*, but his actually administering the test in person and then visiting with the student to interpret results would be direct hours. Preparing materials for a grief small group would be *indirect hours*, but the actual time spent facilitating the group would be direct hours. Conducting an individual counseling session face-to-face would be direct hours, but documentation afterwards would be *indirect hours*. Leading a psycho-educational group for stress management would be direct hours, but copying handouts or setting up the room would be *indirect hours*. Other *indirect hours* include case conferences, staffing, writing case notes, and speaking with supervisors or other staff regarding clients.)

**Supervision**—each intern is required to meet for one hour, face-to-face, each week during the duration of the practicum/internship with his/her *site supervisor* to review goals, to assess progress or challenges in counseling clients, to solicit direction or observe modeling in applying counseling skills, and to confirm the accumulation of direct and indirect hours. Interns are also expected to stay in regular communication with the *university supervisor* (refer to the participation requirement in this syllabus and to the instructions regarding submission of activity logs, reflections, and other documentation).

**Practicum** - the clinical/practical training for counseling students in a professional setting aligned with their counseling concentration. The training requires one semester of 160 hours (minimally), during which time students provide counseling, guidance, psycho-educational, and administrative services similar to professional counselors working in that setting. This is practical training whereby students implement the theoretical and practical knowledge and skills learned in counseling courses in direct service to clients. Students are expected to be involved in one-on-one counseling, group counseling, group guidance (if applicable), diagnosis and treatment planning (if applicable), consultation, intake interviews, programming responsibilities, case management (if applicable), administrative responsibilities, and other job duties required by a professional counselor in that setting.

**Practicum Student** – a SRSU student who is currently completing their practicum field site experience at an approved professional site.

**Site Supervisor or Host Supervisor** - a designated counseling professional; this professional provides the direct, weekly, one-on-one, site supervision (minimally for 1 hour/week) for the Intern’s counseling cases, programming, and administrative responsibilities. This individual provides practical training and assigns the work duties for the Intern at the site and works closely with the practicum Instructor/Supervisor.

**Practicum Instructor/Supervisor** - a SRSU professor; this person maintains direct contact with the On-Site Supervisor, as well as the Practicum Student. This individual is ultimately responsible for providing feedback, evaluation, and assigning a course grade for an intern’s clinical/practical training.
School Counseling Practicum Field Experience

Prerequisites

Prerequisites for ED7316A Practicum in Guidance and Counseling will include:

- ED 6308 Advanced Human Growth and Development
- ED 5314 Personality and Counseling Theories
- ED 7303 Techniques of Counseling
- ED 7315 Group Processes in Guidance and Counseling
- ED 7302 Management of Guidance Counseling and Human Services Programs
- ED 5313 Career Development and Life Planning

Additionally, students who enroll in Practicum must have at least 30 hours of coursework completed.

Students are required to maintain an average 3.0 GPA or better and grades of C in no more than one course of the prerequisite courses in order to enroll in practicum courses.

Students failing to meet these standards will be required to retake those courses.

Course Requirements

7316A

- Completion of a minimum of 80 direct counseling hours
- Completion of a minimum of 10 supervision hours, and 70 indirect hours
- Complete a minimum total of 160 counseling hours
- Maintain a counseling activity Log
- Develop Goals and Objectives
- Write reflections on experiences

Responsibilities of Sul Ross State University Counselor Education Program

The Counseling Program will determine if students have met all of the application requirements necessary to begin the practicum and will verify completion of all practicum requirements necessary for graduation. Additional responsibilities for the Counseling Program are as follows:

- Ensure students pursuing practicum understand the nature of the program and the expectations involved.
- Oversee practicum policies, ethical practices, and adherence to standards.
- Provide orientation information to the site supervisor.
- Counsel interns as situations might dictate.
- Communicate with the intern’s site supervisor during the practicum.
- Review and approve all final activity logs in order to release final practicum grade.
Counseling Code of Ethics

During Practicum, you are required to adhere to “ethical practice” as described by the American Counseling Association’s (ACA) 2014 Code of Ethics and Standard of Practice. Student interns are required to print and have a copy of the code of ethics. You can obtain a copy of the ACA ethical standards by visiting the ACA website at www.counseling.org. You might make a copy of the ACA standards for your On-Site Supervisor. Additionally, the Sul Ross State University’s counseling program abides by the content outlined in this manual, and you are required to adhere to the guidelines provided in this manual throughout your clinical training.

Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum classes. This is the student’s responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum documentation. Students may share client information necessary for class in a way that is secure, legal, and ethical. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Steps for School Counseling Practicum Enrollment

Prior to the field experience students will be required to:

1. Locate a campus that will accept you as a practicum student and which is appropriate for your program. As you think about your placement, consider potential sites that offer the type of experience needed for your degree emphasis and career goals. Also consider carefully whether there is an appropriate site supervisor who is willing to provide the required supervision. It is the sole responsibility of the student to obtain a practicum site.

2. Consult with your advisor for questions or assistance. Your university supervisor will need to approve the site before you begin your practicum.

3. After enrolling in the class, but before class starts, contact your site supervisor to begin the background security check (if required), drug screening (if required) or any preliminary training the site requires. Do not wait until the class begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your course. Schedule a start date with your site supervisor for the first week of the semester.
Practicum Students:

School counseling student completing academic requirements toward LPC, your first practicum (ED 7316A) must have been completed in a school setting. Your second practicum, (ED 7316B), must be completed in an agency setting rather than in a school setting. (Student interns are not required to have a second practicum for the school counseling track, but may choose to do so to complete requirements for LPC track) This is to provide you experience in both school and agency settings.

- If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. At the conclusion of your practicum, both site supervisors must submit the signed On-Site Supervisors Final Report.
- The clinical setting must be approved by the practicum coordinator and be appropriate to the student’s emphasis. **You may not begin practicum hours until your university supervisor (practicum instructor) approves the practicum and has received and accepted your forms.**

**Responsibility for locating and securing a site is the sole responsibility of the student, as is being sure the site and site supervisor are approved.** The site list is provided only as a guide and not as a guarantee of approved site status.

**BE AWARE** that most students who wish to do field experiences apply to their sites mid-way through the preceding semester. Some sites require on-site training prior to beginning the field experience or only allow one or two students per semester. Further, some sites require criminal background checks. Such checks may take some time to complete. In some circumstances, criminal background checks may be arranged through the site. In others, it falls to the student to obtain the background check.

Upon choosing a site, you will need to complete the following:

- Role, Requirements, Responsibilities of Site Supervisor and Host Site *(Appendix A)*
- Role, Requirements, responsibilities of the Practicum Student *(Appendix B)*
- Sign Graduate Student Professional Behavior Form *(Appendix C)*
- Internship Personal Data Sheet *(Appendix D)*
- Waiver and Liability Release *(Appendix E)*
- Supervision Agreement *(Appendix F)*
- Provide a copy of the site supervisor’s license/certification
- Professional Liability Insurance (See below)
- Proof of liability insurance form *(Appendix G)*
- The actual copy of your Liability Insurance from the company you purchased it from
- Print pages 13-15 for site supervisor and principal
- Complete Appendix P as your coversheet for the above 11 documents that need to be submitted in Black board.
Personal Liability Insurance

Submitting your liability insurance documents must be done before you begin your practicum / internship.

To obtain liability insurance, one of the following sites are be helpful:

- Texas Counseling Association (TCA). You will need to join the association to be eligible for their student liability insurance. Access the website at www.txca.org and click on “Join/Renew” to find the application for membership and insurance. You will be purchasing your insurance along with the cost of your membership.

- American Counseling Association (ACA). ACA provides eligible ACA student members with professional liability insurance. ACA student membership includes liability insurance for those ‘enrolled and engaged in a master’s degree counseling curriculum at a post secondary institution’. You will need to join the association to be eligible for student liability insurance. Access the website at www.counseling.org. For additional questions regarding the program, contact ACA member services toll free at 1-800-347-6647, ext 222 or 703-823-9800, ext 222.

- Health Providers Service Organization (HPSO). HPSO offers professional liability insurance and risk management information to a wide array of healthcare and counseling professionals including: Counselors, Physical Therapists, Occupational Therapists, Pharmacists, Fitness Professionals, and over 100 other healthcare professionals. www.hpsocom
School Counseling On-Site Supervisor Requirements

A site supervisor must hold at least a Master’s degree in counseling or a closely related field, appropriate credentials, and at least three years of pertinent professional experience. Site Supervisor has full responsibility for the supervised work of the intern, including diagnosis, treatment plan, and prescribed course of treatment. Students who are completing a practicum in a school setting must have an on-site supervisor holding a school counselor certification in Texas for at least 3 years.

Students who are completing a practicum in an agency setting must have an on-site supervisor holding a license as a professional counselor (LPC) in Texas, or a licensed clinical social worker (LCSW), a licensed psychologist, a licensed psychiatrist, or a licensed marriage and family therapist (LMFT).

School Counseling Site Supervision Guidelines

Students will be required to meet with their site supervisor each week for one hour. Students will schedule a time to meet with their supervisors accordingly. Students should accumulate a minimum of 10 hours of supervision.

Site supervisors will also be responsible for completing and submitting the On-site Supervisor’s Mid-Semester Report (Appendix J) and the On-Site Supervisor’s Final Report (Appendix N) to the university supervisor.

Responsibilities of the School Counseling Host Site

- Agree to the guidelines set forth in this document.
- Designate a professionally qualified individual to be the site supervisor for the intern.
- Provide the intern with guidance and related experiences that expand their professional growth and provide them with the required number of hours.
- Provide the intern with an opportunity to learn about the organization’s program and management functions to develop organizational insight into the mission and activities of the organization.
Provide a meaningful experience for the intern regarding the host organization’s purpose, services, organizational structure, and operating practices. Practicum is intended to broaden and strengthen both skill and experience.

- Provide the intern contact with appropriate staff members and students/clients.
- Make available space, supplies, and other resources needed for carrying out the intern’s task assignments.
- Conduct evaluations in accordance with the intern’s program requirements. Provide a copy to the interns’ practicum professor.
- Ensure the intern operates within the appropriate ethical, organizational, professional, and legal guidelines for counselors in the setting.
- Notify the practicum professor immediately regarding any changes in the intern’s performance.
- Provide, in writing, special insurance requirements (i.e. liability), contracts to cover the intern during the contract period, if necessary. (Note: The intern already has standard counseling liability insurance for practicum as a SRSU requirement.)
- The agency retains the privilege of determining treatment modalities.

**Role and Responsibilities of the School Counseling Site Supervisor**

- Provide instruction and guidance regarding diagnosis and treatment
- Provide support for professional development
- Ensure continuous supervision while intern is meeting with clients.
- Provide feedback to the intern that is timely, clear, and specific; feedback is delivered soon after an important event and is based on specific performance criteria.
- Ensure a safe work environment
- Help intern explore and clarify thinking, feelings, and clinical strategies that support client treatment.
- Challenge practice that the supervisor judges to be unethical, unwise, or incompetent
- Challenge personal or professional blind spots that the supervisor may perceive.
- Bring to the intern’s attention those personal difficulties that directly affect the intern’s clinical work and recommend a course of action to address these difficulties. (While the supervisor can recommend that the intern seek consultation with relevant professionals, such treatment will not be rendered by the clinical supervisor.)
• Be available to the intern at times other than the scheduled supervision slot. Intern should obtain phone numbers of their clinical supervisor where they can be reached in case of emergency.
• Orient the intern to the work situation and be available for consultation as needed.
• Participate in the development of the interns goals for the practicum experience.
• Keep records of supervision, including any supervision plan, dates of supervision, notes regarding supervision, including specific students/clients and cases reviewed.
• Furnish the intern with all the required signatures and documentation necessary to maintain and complete the practicum.
• Provide 1 hour of clinical supervision every week, for a minimum total of 10 hours. If this clinical supervision takes place in a group setting the number of interns should not exceed six interns.
• Participate in meetings with university practicum supervisor.

Practicum Student: _______________________________________ Date: _________________

Site Supervisor: __________________________________________ Date: _________________

Campus Principal: _________________________________________ Date: _________________

Field Supervisor: _________________________________________ Date: _________________

Provide the On-Site Supervisor and Principal a copy of this attachment
APPENDIX B
Responsibilities and Expectations of the School Counseling Practicum Student to the Sul Ross State University Counselor Education Program

As previously stated, the intern assumes sole responsibility for locating a practicum site and meeting all approval requirements to begin the practicum. The practicum professor is available for consultation and can assist with most issues. Practicum students’ primary responsibilities include, but are not limited to:

- Complete the Step-by-Step Directions for Gaining Approval to Begin the Practicum Experience located in this manual.
- Maintain professional liability insurance, which is the responsibility of the student to purchase.
- Intern will download and read the ACA code of ethics, www.counseling.org/Resources/CodOfEthics/TP/HOME/CT2.aspx
- Ensure that the proposed supervisor in the practicum placement meets or exceeds SRSU requirements.
- Comply with all reporting and documentation requirements and deadlines for the practicum and do not begin obtaining hours until you have been approved and the first day of the semester begins.
- Maintain activity logs signed by the intern and site supervisor and submit to practicum professor on designated due dates.
- On the designated due date, the intern must submit through Blackboard signed & dated copies of the activity logs to the practicum professor. The practicum professor will review the logs and verify the calculation of hours. Intern must retain the original activity logs for their records. Missing or late submissions of documents will result in failure of the practicum.
- On the designated due date, the intern must submit through Blackboard signed and dated three reflections of the student’s experiences and self-evaluations forms. Missing or late submissions of documents will result in failure of the practicum.
- On the designated due date, the intern must submit through Blackboard a completed Supervisor’s Mid-Semester and then Final Evaluation to the practicum professor. Missing or late submissions of documents will result in failure of the practicum.
- Complete the required hours for the practicum course. If the intern is in danger of not accumulating the required hours or failing a practicum course, contact the practicum professor immediately to discuss options. Failure to do so may result in the intern having to retake the course at the interns own expense.
School Counseling Practicum Student’s Responsibilities Related to the Hosting Campus and On-Site Supervisor

As you engage in the practicum, you serve as a representative of Sul Ross State University. Through your interactions and performance, you will be demonstrating to many professionals and members of the general population what Sul Ross State University is all about and the special qualities the university interns bring to their organization. Additionally, you must be professional at all times, in all interactions, and especially with those whom you are serving. The goal is for SRSU counseling practicum students to be role models within the counseling profession. To that end, the following are guidelines to assist you through your practicum experience.

• Conduct yourself in a professional manner at all times. Practicum students must operate according to site guidelines, procedures, and supervision as well as the state and national boards of the profession. If a supervisor gives a directive that appears to be in conflict with the practicum student’s values or ethics, or creates a personal conflict, which cannot be resolved in ordinary communication with the supervisor, the practicum student must immediately contact the practicum professor to set up a telephone conference.

• It is your responsibility to report in a timely manner. If you are in doubt on if an incident should be reported; report it anyway. Your supervisor and practicum instructor’s licenses are on the line.

• Treat clients and peers as individuals deserving of respect.

• Carry out all responsibilities as specified in the practicum manual and all host site requirements (case notes and other paperwork).

• Arrive on time and work the scheduled times, which includes giving adequate notice if unable to be onsite as scheduled.

• Dress appropriately for the agency and/or activity and adhere to the host sites dress code.

• Discuss with your supervisor the goals and/or skills you would like to attain

• Be prepared, both for sessions with clients as well as for supervision. Interns should attend supervision with an agenda of cases and/or clinical issues that need to be addressed.

• Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor, and follow through on such instructions promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.

• Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating professionally with other agencies or staff.
Honor all arrangements with the host sites and client’s regardless of whether they have completed the required hours for the practicum. Interns who are asked to leave a host site for unprofessional or unethical behavior may be dropped from the course and/or receive a failing grade. In addition, such an occurrence may lead to other departmental proceedings.

Always remember:

- Seek supervision whenever you are uncertain about a situation. In an emergency situation with the client in your office, make every attempt to contact your supervisor or other on-site licensed clinicians before taking action with that client. If your supervisor cannot be reached, contact one of the other site supervisors. You may consult informally with experienced counselors at your site, but your site supervisor MUST be kept abreast of all emergencies.

- Practicum students must advise their clinical supervisor of all-important changes in a case. The results of new assessments must be reviewed with your supervisor at the earliest opportunity to confirm treatment planning. Any changes to the treatment plan must be reviewed with your supervisor BEFORE they are presented to the client. Consult with your supervisor about case closures in advance of closing the case, including the implementation of strategies that may result in a client deciding to terminate treatment.

- Keep your supervisor informed about clients who are suicidal, homicidal, or threatening harm to others. Notify your supervisor about clients who are involved in child custody disputes, disability determination assessment, or any other matters that affects the client's legal status. Under State law, you have a duty to protect and report.

- Maintaining client confidentiality is ethically and legally mandated by state and federal regulations. This includes information that any individual is in fact a client at the site as well as any identifying information. Access to client information should only be attempted with the explicit permission of supervisors, and only as needed for facilitation of treatment. It is the intern’s responsibility to know and follow legal and ethical confidentiality practices of the host site as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. Any questions regarding confidentiality must be discussed with the practicum instructor as well as the site supervisor.

- Practicum students will not engage in dual relationships with clients; counselors will not knowingly participate in a dual relationship with a client, nor will they provide services to clients they know from other context, such as friends or acquaintances. In the event that someone you know is being seen at the agency, you are expected to remove yourself from situations where the client's treatment and progress are being reviewed. It is your responsibility to alert your supervisor to such situations.

- Practicum students are responsible for ensuring that all clients are informed of the supervised nature of the work of the intern, and of the ultimate professional responsibility of the supervisor.

- Practicum students must adhere to the ACA Code of Ethics.
School Counseling Practicum Student’s Responsibility to Self

The Counselor Education Department at Sul Ross State University is strongly committed to the idea that the personhood of the counselor is a necessary component of the counseling process. Research continues to indicate that the relationship between the counselor and client is a primary contributor to effective outcomes in counseling. Thus, personal qualities, characteristics, experiences, and reactions of counselors are as important as knowledge and skills in working effectively with clients. Personal development is a fundamental part of the counseling program. Much of the coursework in the department will require active engagement in self-reflection. This is particularly true in your practicum. Students are expected to take the necessary emotional risks for personal growth and self-awareness as well as to be able to effectively utilize critiques from faculty and peers. Emotional safety of students is important to faculty and every effort to ensure that safety will be made; however, safety differs from comfort. Students are expected to stretch themselves by identifying biases and assumptions, participating in activities that encourage personal reflection and self-knowledge, receiving feedback from faculty and peers, and using feedback to address barriers to effective counseling practice.

I understand that if I fail to comply with the course requirements, I will be dropped from the practicum.

Practicum Student: _______________________________ Date: _________________

Site Supervisor: _______________________________ Date: _________________

Campus Principal: _______________________________ Date: _________________

Field Supervisor: _______________________________ Date: _________________
APPENDIX C

ED7316: Practicum in Guidance and Counseling – School Counseling
Student Practicum Guidelines - Graduate Student Professional Behavior

The professional behavior of students in the Master of Education in Counseling Program reflects not only on the individual student but also upon the training institution and the profession. How the student carries him or herself as a counselor will be viewed by others as characteristic of other counselors in the field. It is for this reason, that the Sul Ross State University Masters of Education in Counseling program closely examines the professional demeanor of students in the Counseling Program.

The following list is a helpful guide but is not all-inclusive.

Students will be evaluated according to the following criteria:

A. Knowledge of and adherence to professional societies’ (American Psychological Association and American Counseling Association) codes of ethics.

B. Follows the APA and ACA ethics codes in relationship to appropriate relationships with clients and supervisors
   a. Does not have sexual relationships with clients or supervisors.
   b. Does not accept payment and/or gifts for services.
   c. Avoids dual relationships and seeks appropriate consultation.

C. Displays honesty and integrity.
   a. Maintains appropriate confidentiality of client information.
   b. Maintains complete and accurate documentation of client information.
   c. Does not plagiarize.

D. Shows respect for instructors, supervisors, colleagues, and clients in person, on the Internet and all forms of communication.

E. Maintains a professional demeanor.
   a. Maintains appropriate interpersonal communications with faculty, supervisors, colleagues, and clients.
      i. Works to ensure that verbal discourse is professional even when stressed e.g., is not:
         1. dismissive
         2. hostile
         3. verbally abusive
         4. physically expressing anger
   b. Appropriately available to clinical and academic meetings e.g., orientation, practicum staff meetings, exit interview, etc.
   c. Maintains punctuality in the following areas
      i. Arrival to meetings and client appointments
      ii. Turning in assignments
      iii. Turning in appropriate paperwork e.g. case notes
      iv. Making appointments with faculty, e.g., end of semester feedback

d. Appearance and dress conforms to accepted standards.
   i. Maintains appropriate hygiene.
   ii. Maintains an appearance that does not detract from professional duties.

F. Interpersonal relationships
   a. Supervision
      i. Accepts and incorporates feedback in a non-resistant and non-defensive manner.
ii. Seeks out supervision when appropriate.
iii. Is on time for supervision.
iv. Is prepared for supervision.
   1. Has questions.
   2. Notes are ready for signature.

b. Maturity
   i. Accepts responsibility for failure or errors.
   ii. Demonstrates reliability, initiative, and conscientiousness.
   iii. Does not need reminders about academic responsibilities or responsibilities to clients.
   iv. Is a good time manager.
   v. Shows enthusiasm for learning and improvement.
   vi. Communicates to faculty, supervisors, clients, etc., concerning emergencies, missed appointments and the like in a timely manner.
   vii. Shows sensitivity to the feelings and needs of faculty, supervisors, colleagues and clients.
   viii. Awareness of personal biases and works to limit possible interference of these biases with client care and collegial relationships.

c. Demeanor
   i. Actively listens and participates.
   ii. Adjusts communication strategies to various situations.
   iii. Does not receive or answer cell phone or text messages during practicum or class time.
   iv. Arrives to practicum placements and class on time
   v. Does not abruptly leave practicum, class or otherwise disrupt, e.g.
      1. packing up early
      2. talking while the professor, supervisor, client is talking
      3. sleeping

G. Careful delivery of service
   a. Does not practice without adequate supervision.
   b. Does not “try out” new techniques without careful consideration, appropriate supervision, and training.
   c. Maintains adequate and appropriate records.
   d. Actively works toward mastery of counseling skills.
   e. Follows practicum procedures, policies, and protocols.
   f. Appropriately consults.
   g. Is aware of his or her limitations.
   h. Keeps abreast of relevant research.

Practicum Student: _______________________________________ Date: ________________

Site Supervisor: __________________________________________ Date: ________________

Campus Principal: _________________________________________ Date: ________________

Field Supervisor: __________________________________________ Date: ________________
SCHOOL COUNSELING PRACTICUM STUDENT PERSONAL DATA SHEET
You will need to complete more than one of these if you have more than one site. Print Clearly

Practicum Student: ________________________________________ A #: ____________
Home Address: ___________________________________________________________________
______________________________________________________________________________
Home Phone: _______________________Cellular Phone:__________________________
Email Address: __________________________________________________________________
Work Address: ___________________________________________________________________
______________________________________________________________________________
Practicum Site: ________________________________________________________________
Practicum Site Address: _________________________________________________________
______________________________________________________________________________
Practicum Schedule: Days of the Week ____________________________________________
Hours of the Day ______________________________________________________________
Practicum Site Supervisor: ______________________________________________________
Site Supervisor’s Campus Address: _____________________________________________
____________________________________________________________________________
Site Supervisor’s Campus Phone Number: _________________________________________
Site Supervisor’s Campus Email Address: _________________________________________
Campus Principal: _____________________________________________________________
Principal’s Campus Address: _____________________________________________________
____________________________________________________________________________
Principal’s Campus Phone Number: _____________________________________________
Principal’s Email Address: ______________________________________________________
APPENDIX E

WAIVER AND LIABILITY RELEASE

SUL ROSS STATE UNIVERSITY COUNSELOR EDUCATION PRACTICUM

In order to be allowed to participate in the course ED 7316, and in the associated practicum of said course, the site supervisor agrees to:

______(initial) waive all claims for liability against Sul Ross State University, the Board of Regents, Texas State University System, their respective officers, agents, servants, and employees, which arise from, or in any way be predicated upon acts or omissions, in connection with the course, or program. The undersigned agrees to hold harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, servants, and employees from any and all liability arising out of, or in any manner predicated upon, loss or damage to property, injury or death to the undersigned, which injury may occur in connection with the operation of the above described class and program, regardless of whether such injuries occur in whole, or in part, from the negligence of Sul Ross State University and/or its employees.

______(initial) that participation in said course will make use of student experiences in the group in a classroom situation. Confidentiality of clients will be preserved but I hereby give my informed consent to use my performance experiences and further agree and consent professional observations and comments may be utilized for instructional purposes. The undersigned agrees to hold harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, agents, servants, and employees from any and all liability arising from, or in any way predicated upon acts or omissions, in connection with the activity described in this paragraph.

______(initial) to hold harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, agents, servants, and employees from any and all liability arising from the field internship or which might be due to injuries resulting from the co-trainer’s negligence. The co-trainer is any agency, institution, or facility outside the auspices of Sul Ross State University which accepts responsibility for supervising a counseling intern student.

__________________    _______________________________________
Date       Signature of Practicum Student

__________________    _______________________________________
Date        Signature of Site Supervisor

__________________    _______________________________________
Date        Signature of Principal
APPENDIX F

SCHOOL COUNSELING PRACTICUM SITE SUPERVISION AGREEMENT

Counselor Education Program
Box C-115
Sul Ross State University
Alpine, TX 79832

Print Clearly

Practicum Student: ____________________________ A#: ______________

Campus and District: _______________________________________________________________

Address: _________________________________________________________________________

__________________________________________________________________________

Site Supervisor: ___________________________________________________________________

Site Supervisor’s Phone: __________________________ ext. _____ E-mail: ___________________

Principal’s Phone: __________________________ ext. _____ E-mail: _______________________

Best Times to Contact Site Supervisor: _________________________________________________

Best Times to Contact Principal: ______________________________________________________

This is to certify that I agree to supervise the school counseling internship of

________________________________________ at ______________________________________

(Name of practicum student) (Name of Campus)

I understand that this will entail meeting for an hour of supervision for every week of the
internship served by the student intern. Further, I understand that this school counseling practicum
student will be working with students doing individual and group counseling as well as other
categories of counseling and counseling-related work totaling 160 hours.

Signed _____________________________________________ Date______________

(Site Supervisor’s signature)

Signed _____________________________________________ Date______________

(Principal’s signature)

Attach a copy of the supervisor’s certifications.
APPENDIX G

PROFESSIONAL LIABILITY INSURANCE
ED7316A PRACTICUM IN COUNSELOR EDUCATION
SCHOOL COUNSELING

Practicum Student’s Name_______________________________________ A#_________________
Dates of Internship ________________________  to ______________________
Campus and District________________________________________________________________
Address _________________________________________________________________________
________________________________________________________________________
INSURANCE COMPANY/PROVIDER _________________________________________________
Address _________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Policy Number ____________________________________________________________________
Period of Coverage ______________________________________________________________

Attach a copy of the insurance provided by the company.

My signature certifies that the above information is true.

__________________________________________________       ___________________
Signature of Practicum Student      Date
APPENDIX H

SRSU Field Supervisor School Counseling Practicum Student Observation Form
To be completed by the Field Supervisor

Student:______________________________________________ A#_________________

Observation # 1 of 3  #2 of 3  #3 of 3 (circle one)  Date: ________________

Domain I: Understanding Students
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Domain II: Promoting Learners’ Growth and Achievement
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Domain III: Counseling in the Learner-Center Environment
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

1 of 2 pages
Field Supervisor School Counseling Practicum Observation & Evaluation

Evaluation # 1 of 3 within the first 5 weeks of the semester _____
Evaluation # 2 of 3 within 5 to 10 weeks of the semester _____
Evaluation # 3 of 3 within 10 to 15 weeks of the semester_______

Start & End Date of Practicum (Semester Dates) ____________________________

Student: _______________________________________    A #_____________________
Field Supervisor: Ronda Hayes, MEd, CSC, LPC-Supervisor   Initial Contact date: _______________
Site Supervisor ______________________ Campus & District __________________________________

Pre-Conference Date _____________ Method: ___In Person ___Phone/Text ___E-mail ___ Video Chat
Observation Date _______________ Start Time _________ End Time _________
                                      Method: ___Face to Face ___Phone/Text ___E-mail ___ Video Chat
Post-Conference Date _____________ Method: ___Face to Face ___Phone/Text ___E-mail ___ Video Chat

Documents Reviewed for this Evaluation:

____ Log   ____ Reflections   ____ Site Supervisor Evaluation   ____Standards
____ Personal Goals   _____Other: _________________________________

Standards-Based Activity Observed: _____________________________________________________
___________________________________________________________________________________

Overall Score ___________________ [Improvement Needed, Developing, Proficient]

Strengths: ___________________________________________________________________________

Areas to Address: _____________________________________________________________________

Required Signatures:

Student ___________________________ Site Supervisor _________________________________
Field Supervisor ___________________________ Date ___________________________
**APPENDIX I**

**SUL ROSS**
**DEPARTMENT OF EDUCATION**

**School Counseling Practicum 7316 – Semester/Year ____________**

**Cumulative Hours Cover Sheet**

To be turned in with the counseling logs each time

Print Clearly

<table>
<thead>
<tr>
<th></th>
<th>40 # Hours Log I</th>
<th>40 # Hours Log II</th>
<th>40 # Hours Log III</th>
<th>40 # Hours Log IV</th>
<th>TOTAL</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct (20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Indirect (20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>

*Use the following information to complete the logs:*

Standard I. Learner-Centered Knowledge

Standard II. Learner-Centered Skills

Standard III. Learner-Centered Process

Standard IV. Learner-Centered Equity and Excellence for All Learners

Standard V. Learner-Centered Professional Development
SCHOOL COUNSELING LOG SUMMARY SHEET
(to be very detailed, print clearly, do not leave any blanks)

Student Intern _____________________________________    Activity Code
Semester and Year _________________________________    1 – Individual Counseling
Site Supervisor ____________________________________    2 – Group Counseling (describe)
Date Submitted _________________Page: ______ of ______    3 – Supervision

Date
m/d/y

Time
15 minute
increments

Direct or
Indirect

Activity
Code
I,2,3,4,5

Standards
I, II, III, IV, V

Student
Parent
Staff

Experience (brief
description of activity)

Direct:

_________________

Indirect:

_________________

Total Hours
This Sheet

Practicum Student’s Signature

Site Supervisor’s Signature

Principal’s Signature
### On-Site Supervisor’s Mid-Semester Report for School Counseling Students

<table>
<thead>
<tr>
<th>Practicum Student</th>
<th>A#</th>
<th>Site Supervisor’s Name</th>
</tr>
</thead>
</table>

Please rate the above-named intern by placing circling the appropriate number.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated ability to establish an effective counseling relationship with clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated appropriate counseling skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to identify and manage his/her own issues arising in the counseling process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated solid conceptualization skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to recognize the need for and effectively make referrals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to conduct effective group counseling sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to administer, score, and interpret test/instrument results to students and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to assist clients with vocational and career counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated ability to establish working relationships with other staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated willingness to accept and integrate supervisor’s feedback and suggestions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated effective oral communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated effective written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated professional counseling behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated willingness to accept assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Site Supervisor’s Signature _________________________________                Date ____________
APPENDIX K

School Counseling Practicum Student Logs & Reflections Rubric

NOTE: This rubric will be utilized by the university practicum supervisor to evaluate the logs and reflections. Please pay careful attention to the areas evaluated. Include observations regarding specific theories applied and techniques that you have learned in your coursework. Connect previous coursework to your experiences as an intern working with individual clients and groups.

Rubric – ED 7316 Practicum Logs & Reflections—Graduations of Quality

Practicum Student: __________________________________    A#: _______________
Semester: _______________ SRSU Field Supervisor: ____________________________

<table>
<thead>
<tr>
<th>4-Exemplary</th>
<th>3- Good</th>
<th>2-Needs Improvement</th>
<th>1-Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are present and accompanied by written reflections, indicating not only that expected learning has taken place, but also that the student has extended and applied his or her learning beyond basic course requirements.</td>
<td>Examples are present and accompanied by written reflections, indicating that expected learning has taken place, but that there was no extension of learning beyond basic course requirements.</td>
<td>Examples and written reflections are present, but the written reflections were inadequate.</td>
<td>Examples and/or written reflections not present.</td>
<td>Score</td>
</tr>
<tr>
<td>High level of theorizing and thematically linking interrelationships among concepts from each of core courses (content from each course considered and used to make sophisticated thematic links among the concepts). Written reflection addresses clinically noteworthy counseling logged experiences.</td>
<td>Adequate use of written treatment theorizing commonalities among concepts from each of the core courses through reflection of major counseling logged experiences.</td>
<td>Some mention of the concepts from some (not all) of core courses in relation to counseling logged experiences.</td>
<td>Fails to make connections among course concepts and/or fails to reflect counseling experiences.</td>
<td>Score</td>
</tr>
<tr>
<td>The student provides an insightful, balanced and comprehensive articulation of individual strengths and challenges. Specific and</td>
<td>The student provides a well-rounded articulation of individual strengths and challenges. Examples are provided</td>
<td>The student provides a list of individual strengths and challenges. Examples are provided and are</td>
<td>The student fails to mention strengths and challenges. The student does not appear to</td>
<td>Score</td>
</tr>
<tr>
<td>4-Exemplary</td>
<td>3- Good</td>
<td>2-Needs Improvement</td>
<td>1-Unacceptable</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>meaningful examples tied to course work are freely and openly shared. The</td>
<td>and are tied to course work. The student’s final reflection/evaluation</td>
<td>loosely tied to course work. The student’s evaluation reflects</td>
<td>understand the relationship of personal development and growth on schools and</td>
<td></td>
</tr>
<tr>
<td>student’s evaluation reflects a deep and clear understanding of the</td>
<td>reflects some understanding of the impact of personal development and</td>
<td>a scant understanding of the relationship of the impact of</td>
<td>school leadership or agencies.</td>
<td></td>
</tr>
<tr>
<td>impact of personal development and growth on schools and school</td>
<td>growth on schools and school leadership or agencies.</td>
<td>the impact of personal development and growth on schools and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership or agencies.</td>
<td></td>
<td>school leadership or agencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes clear goals and articulates explicit details of a clearly</td>
<td>Establishes likely achievable goals and articulates a plan for</td>
<td>Establishes at least one (1) goal and articulates a plan for</td>
<td>Fails to adequately articulate any goals or a plan for achieving them.</td>
<td></td>
</tr>
<tr>
<td>achievable plan for accomplishing those goals based on deep, extensive</td>
<td>accomplishing those goals based on at least one feedback source.</td>
<td>achieving it (no mention of feedback sources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflection informed by multiple feedback sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating (Average) ________________

*Source of Rubric*: Professional Counseling Program of the Department of Educational Administration and Psychological services, Texas State University-San Marcos (2010).
SRSU School Counseling Practicum Student Self Evaluation Form

You are to complete this prior to your Field Supervision observation and post it in Blackboard so your field supervisor is prepared to discuss it with you.

Start and End Date of Practicum____________________   Self Evaluation #____ of 3

Name:___________________________________________ A#__________________

Site Supervisor: ___________________________________   Date: _______________

Field Supervisor: _________________________________

Rubric for Overall Score:

(1)- Improvement Needed: The candidate did not demonstrate competence on achieving the standards of performance.

(2)- Developing: The candidate demonstrated adequate growth toward achieving the standards during the period of performance, but did not demonstrate proficiency.

(3)- Proficient: The candidate demonstrated competent performance on the standards.

Place the number where you feel are currently on the following items

(B) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

_____ (1) the history of counseling;

_____ (2) counseling and consultation theories and practices;

_____ (3) career development theories and practices;

_____ (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
(5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;

(6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;

(7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;

(8) learners' developmental characteristics and needs and their relevance to educational and career choices;

(9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;

(10) the characteristics and educational needs of special populations;

(11) techniques and behavioral interventions to assist teachers with classroom management;

(12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;

(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;

(14) counseling-related research techniques and practices;

(15) developing and teaching best practices on leadership skills;

(16) how cultural factors and group membership impact individual students;

(17) the comprehensive school counseling program model;

(18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and

(19) an understanding of systems, including family dynamics and school environments.

(C) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

The certified school counselor must:
_____ (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;

_____ (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;

_____ (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

_____ (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;

_____ (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;

_____ (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

_____ (7) participate in the selection, use, and interpretation of assessments and assessment results;

_____ (8) use multiple sets of information and data to make decisions about students, programs, and services;

_____ (9) use counseling-related research techniques and evidence-based practices to address student needs;

_____ (10) advocate for a comprehensive school counseling program that is responsive to all students;

_____ (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;

_____ (12) maintain proficiency in counseling and campus-related technology; and

_____ (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

**(D) Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

_____ (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
(2) facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;

(4) implement effective referral procedures to facilitate the use of special programs and services;

(5) act as a consultant to help learners achieve success inside and outside of school;

(6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;

(7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;

(8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;

(9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);

(10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;

(11) provide school-wide professional development and parent workshops throughout the school year;

(12) support participation in fair-share responsibilities versus non-counseling related duties;

(13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and

(14) develop practices to promote learners’ knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(E) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
(3) facilitate learning and achievement for all students to ensure services that cover an array of
exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful
learning environment;

(4) take a positive, strength-based approach that builds on commonalities versus differences in all
learners;

(5) understand how environment and behavior may impact or influence individual learners;

(6) ensure equitable access to programs and services for all students;

(7) understand how family values, group membership, and culture intersect;

(8) acknowledge learners’ gifts, strengths, and extracurricular talents when considering the school
community;

(9) take a positive, strength-based approach that verbalizes commonalities versus differences in all
learners;

(10) effectively communicate his or her role and responsibility and counselor identity to all
stakeholders to reduce confusion about the duties of a school counselor;

(11) adhere to best practices connected to ethical and legal considerations around appropriate use of
technology and email, documentation, record keeping, privileged communication, and informed
consent process; and

(12) facilitate access to and use of school and community information and resources related to
postsecondary opportunities and college and career readiness by learners, parents/guardians,
teachers, administrators, and community members.

(F) **Standard V. Learner-Centered Communications**: The certified school counselor, an advocate for
all students and the school, demonstrates effective professional and interpersonal communication
skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;

(2) use knowledge of group dynamics and productive group interaction;

(3) support responsive interventions by effectively communicating with parents/guardians, teachers,
administrators, and community members;

(4) facilitate learners' access to community resources;

(5) develop and implement strategies for effective internal and external communications;

(6) facilitate parent/guardian involvement in their children's education;

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to
facilitate learning;
_____ (8) work effectively as a team member to promote positive change for individuals, groups, and the school community;

_____ (9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;

_____ (10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;

_____ (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and

_____ (12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(G) Standard V. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

_____ (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;

_____ (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

_____ (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

_____ (4) apply research-based practice to improve the school guidance and counseling program;

_____ (5) engage in ongoing professional development to improve the school guidance and counseling program; and

_____ (6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.
Appendix M

SRSU School Counseling Practicum Student Reflection Form

Directions:
Please use the space below to reflect (do not just tell me about the event; I want to know how you feel and what you think) about three of your experiences that fit in each of three domains listed below. As you reflect, put yourself in your new role to specifically describe how these three experiences helped you put the standards into practice and shape your understanding of the role.

Each reflection should be a minimum of 350 words. You will submit these four times at the same time as your counseling logs. You will end up with reflecting on 12 experiences by the end of the semester. Your responses must be typed.

Practicum Name: ___________________________________ A#____________________

Practicum Reflection # ___ out of 4. Date: ______________

Domain I: Understanding Learners

Domain II: Promoting Learner's Growth and Achievement

Domain III: Counseling in the Learner-Center Environment
APPENDIX N

On-Site Supervisor’s Final Evaluation of School Counseling Student

Directions: This form is completed by the School Counseling On-Site Supervisor.

Student Name: _______________________________________ Student A#: _______________

Site Supervisor Name: ___________________________________________

Practicum Site: _ ____________________________________________________________________ Date: _____________

This form is designed to help supervisors provide feedback about the performance of practicum students. This form will be a part of the practicum student’s record for this course and will be considered in assigning grades.

TOTAL NUMBER DIRECT HOURS STUDENT INTERN SERVED: __________
TOTAL NUMBER INDIRECT HOURS STUDENT INTERN SERVED: __________

Please use the scale below and circle the number corresponding to your rating of each item. Space is provided for specific comments following each category group.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

I. Basic Work Requirements

a. Arrives on time consistently 1 2 3 4
b. Uses time effectively 1 2 3 4
c. Informs supervisor and makes arrangements for absences 1 2 3 4
d. Completes requested or assigned tasks on time 1 2 3 4
e. Completes required total number of hours or days on campus 1 2 3 4
f. Is responsive to norms about clothing, language, etc., on campus 1 2 3 4

II. Ethical Awareness and Conduct

a. Exhibits knowledge of general ethical guidelines 1 2 3 4
b. Exhibits knowledge of ethical guidelines of internship/practicum 1 2 3 4
c. Demonstrates awareness and sensitivity to ethical issues 1 2 3 4
d. Exhibits personal behavior consistent with ethical guidelines 1 2 3 4
e. Consults with others about ethical issues if necessary 1 2 3 4
III. Knowledge and Learning

a. Exhibits knowledge about the student population
   Needs Improvement 1  2  3  4
b. Exhibits knowledge of treatment setting and approach
   Needs Improvement 1  2  3  4
c. Is receptive to learning new information
   Needs Improvement 1  2  3  4
d. Actively seeks new information from staff or supervisor
   Needs Improvement 1  2  3  4
e. Exhibits ability to learn and understand new information
   Needs Improvement 1  2  3  4
f. Exhibits understanding of counseling concepts, theories, and skills
   Needs Improvement 1  2  3  4
g. Exhibits ability to apply new information in school setting
   Needs Improvement 1  2  3  4
h. Evidence has been demonstrated to show increased achievement, improved behavior, and other documented needs in a K-12 setting.
   Needs Improvement 1  2  3  4
i. Exhibits knowledge of all components of the ASCA Model
   Needs Improvement 1  2  3  4

IV. Response to Supervision

a. Actively seeks supervision when necessary
   Needs Improvement 1  2  3  4
b. Is receptive to feedback and suggestions from supervisor
   Needs Improvement 1  2  3  4
c. Understands information communicated in supervision
   Needs Improvement 1  2  3  4
d. Successfully implements suggestions from supervisor
   Needs Improvement 1  2  3  4
e. Is aware of areas that need improvement
   Needs Improvement 1  2  3  4
f. Is willing to explore personal strengths and weaknesses
   Needs Improvement 1  2  3  4

V. Work Products

a. Records are accurately kept and are completed on time
   Needs Improvement 1  2  3  4
b. Written or verbal reports are accurate and factually correct
   Needs Improvement 1  2  3  4
c. Written or verbal reports are presented in a professional manner
   Needs Improvement 1  2  3  4
d. Reports are clinically and/or administratively useful
   Needs Improvement 1  2  3  4
e. Treatment Plan was correctly developed and included parent involvement if appropriate
   Needs Improvement 1  2  3  4
f. Treatment Plan brought about positive outcomes for the student
   Needs Improvement 1  2  3  4
g. Postsecondary options instructional strategies and other Components of the ASCA Model were implemented effectively
   Needs Improvement 1  2  3  4

VI. Interactions with Students

a. Appears comfortable interacting with students
   Needs Improvement 1  2  3  4
b. Initiates interactions with students
   Needs Improvement 1  2  3  4
c. Communicates effectively with students
   Needs Improvement 1  2  3  4
d. Builds rapport and respect with students
   Needs Improvement 1  2  3  4
e. Is sensitive and responsive to student’s needs
   Needs Improvement 1  2  3  4
f. Is sensitive to issues of multicultural counseling
   Needs Improvement 1  2  3  4
g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, physical challenges, SES
   Needs Improvement 1  2  3  4
VII. Interactions with Coworkers

a. Appears comfortable interacting with other staff members 1 2 3 4
b. Initiates interactions with staff 1 2 3 4
c. Communicates effectively with staff 1 2 3 4
d. Effectively conveys information and expresses own opinions 1 2 3 4
e. Effectively receives information and opinions from others 1 2 3 4

Briefly describe the particular strong points this intern has demonstrated during the practicum?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What suggestions do you have for this intern to further develop his/her professional abilities?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

How would you describe this intern’s potential to become an effective counselor?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Other Comments:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Would you recommend this student for a position as a school counselor? ________________

Site Supervisor’s Signature: ________________________________ Date: __________________

Student’s Signature: ________________________________ Date: __________________
## APPENDIX 0

**SUL ROSS**

**DEPARTMENT OF EDUCATION**

### Site Supervisor Evaluation

**Directions:** This form is completed by the school counseling student.

Site Supervisor’s Name: _____________________________ Email: ________________________

Site Address: ______________________________________ Date: _________________

Students please use this form to evaluate your clinical supervision experiences. Circle one number to the right of each item to indicate how you perceived your experience with your site supervisor.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NS</td>
</tr>
</tbody>
</table>

### The Supervisor:

1. Conveyed acceptance and respect. 1 2 3 4 NS
2. Recognized and encouraged further development of my strengths. 1 2 3 4 NS
3. Helped me gain knowledge and insight about school policies. 1 2 3 4 NS
4. Helped me gain knowledge and insight on referral processes. 1 2 3 4 NS
5. Helped me to be more proficient in formulating treatment plans, progress notes, and reports. 1 2 3 4 NS
6. Gave me useful feedback when I did something well. 1 2 3 4 NS
7. Gave me useful feedback when my performance was not satisfactory. 1 2 3 4 NS
8. Helped me to develop more effective counseling skills. 1 2 3 4 NS
9. Helped me use assessment instruments effectively. 1 2 3 4 NS
10. Helped me understand the implications and dynamics of the counseling approaches I used. 1 2 3 4 NS
11. Helped me organize relevant data in planning goals and strategies for my students. 1 2 3 4 NS
12. Helped me articulate a theoretically sound basis for ways in which I worked with students. 1 2 3 4 NS
13. Addressed issues related to difficult students. 1 2 3 4 NS
### Site Supervisor Evaluation Form

<table>
<thead>
<tr>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree Strongly</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NS</td>
</tr>
</tbody>
</table>

14. Encouraged me to become more independent as my skills increased.

15. Modeled ethical and professional behavior.

16. Helped me define and maintain ethical behavior.

17. Encouraged me to engage in professional behavior.

18. Offered resource information when I requested or needed it.

19. Encouraged self monitoring and development of self evaluation skills.

20. Provided periodic and timely assessment of my counseling skills.


22. Met with me weekly to discuss my progress

Comments:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Submitted by _____________________________ Date: ________________

Practicum Student
APPENDIX P

ED 7316 COUNSELING PRACTICUM

Required Paper Work

These items must be submitted to your University Practicum Supervisor at the times they are due before a grade and credit for practicum/internship will be given. Complete this form and submit it as a cover sheet for when you are submitting your documents during the semester.

Practicum Student__________________________________________ A# __________________
Year _________    Semester of Practicum:  ____ Fall     ____ Spring

Keep This Form as a Checklist for ALL Materials!

<table>
<thead>
<tr>
<th>Date(s) of Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site Supervisor’s requirements, guidelines, and Responsibilities</td>
</tr>
<tr>
<td>2. Graduate Student Professional Behavior</td>
</tr>
<tr>
<td>3. Accurate Personal Data Sheet</td>
</tr>
<tr>
<td>4. Waiver and Liability Release Form</td>
</tr>
<tr>
<td>5. Supervisory Agreement</td>
</tr>
<tr>
<td>6. Proof &amp; Copy of Professional Liability Insurance</td>
</tr>
<tr>
<td>7. Copy of Site Supervisor’s current license</td>
</tr>
<tr>
<td>8. Goals and Objectives, signed by On-Site Supervisor</td>
</tr>
<tr>
<td>9. Log Sheets for All Hours Served (each 30 hours)</td>
</tr>
<tr>
<td>10. Reflections (submitted each 30 hours with Log Sheets)</td>
</tr>
<tr>
<td>11. Student self-evaluation forms</td>
</tr>
<tr>
<td>12. Final Report/Log from Intern, including reflection section</td>
</tr>
<tr>
<td>13. Site Supervisor’s Mid-Term Evaluation Report</td>
</tr>
<tr>
<td>14. Site Supervisor Final Evaluation Report</td>
</tr>
</tbody>
</table>

Keep a copy of your original paperwork for your records.