



**Master of Education in School Counseling**  
**School Counseling Practicum/Internship**  
**Field Placement Supervision Orientation and Training**  
**April 2020**

## **Welcome!**

Thank you for your willingness to supervise a UNT Dallas School Counseling Practicum/ Internship student. We hope that this experience is mutually beneficial and rewarding. This brief orientation and training is designed to introduce you to the counseling program at UNT Dallas, to highlight our collaborative commitment to quality training and field placement experiences for our students, and to review best practices in counseling supervision.

The materials contained in this packet correspond with the Supervisor Orientation and Training video series and the School Counseling Practicum/Internship packet provided to you by the student assigned to your campus. At the conclusion of this Orientation and Training session, you will be asked to complete a brief survey for feedback and verification purposes.

## **Orientation**

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## Field and Site Supervisor Orientation

### Introduction to UNT Dallas

The [University of North Texas Dallas School of Human Services](#) provides undergraduate and graduate degree and certificate programs in Applied Gerontology, Child Development and Family Studies, Alternative Dispute Resolution, Human Services Management and Leadership, School Counseling, Clinical Mental Health Counseling, and Substance Abuse and Addictions.

The vision of the School of Human Services is to be known for developing highly skilled and multi-culturally competent counselors, human service, child development, and family studies professionals who successfully promote growth and wellness of children, adults, families, schools, agencies, and communities locally and worldwide.

### Introduction of the Faculty and Administrative Appointments

[Dr. Constance Lacy](#) – Dean, College of Human Services and Counseling

[Dr. Jennifer Baggerly](#) – Child and Adolescent CMHC Advisor

Dr. Amy McCortney, Ph.D. - Counseling Lecturer CMHC Advisor

[Dr. Yu-fen Lin](#) – Internship Coordinator and CMHC Advisor

Dr. Shelley Jackson - Lecturer School Counseling Coordinator

Dr. Deborah Ferguson-Cain - Lecturer CMHC Advisor

### Program Mission

The mission of the Department of Counseling and Human Services is to promote human development through education, research, and service that advance the profession of, and scholarship in, counseling.

- Through education, the Program develops multi-culturally competent counselors with an applied social justice emphasis who benefit children, adults, families, schools, and communities locally and world wide
- Through research, the Program creates, applies, and disseminates innovative knowledge, especially in the area of counseling for holistic wellness with at-risk and diverse populations.
- Through service, the Program enhances the local community through consultation and counseling services and provides leadership within the counseling profession.

## **Goals & Purposes of Field Placement**

Practicum/Internship in School Counseling is designed to provide in-the-field supervised school counseling experience for students who are in their final semesters of the School Counseling Program. Emphasis is placed upon the performance of individual counseling, group counseling, classroom guidance, and parent and teacher consultation. The ultimate goal is to prepare the student for employment as a school counselor. Students will be expected to demonstrate the following competencies:

1. To plan and implement counseling (individual and group) in a school or equivalent setting.
2. To plan and implement classroom developmental counseling activities in a school or equivalent setting.
3. To plan and implement consultation activities with administrators, parents, and teachers in a school or equivalent setting.
4. To plan and implement a design for a comprehensive developmental counseling program in a school or equivalent setting.
5. To participate in individual and group supervision activities.
6. To gain confidence as a school counselor and to identify oneself as a professional in the counseling field.

## Desirable Experiences in Practicum - SCHOOL COUNSELING

*The following are experiences that the school counseling practicum students will have during Practicum and Internship in a school setting. TEA requires that students have at least 160hrs of direct service in School Counseling.*

**Familiarization with the School Environment.** The trainee should become familiar with:

1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statements regarding the philosophy, purpose, organization, and procedures of the school's counseling program.
8. Written statements regarding the philosophy, purpose, organization, and procedures of the district's K-12 comprehensive developmental counseling program.

**Program Planning/Management/Evaluation.** The trainee should become familiar with and participate in:

1. Community and school environment assessment activities.
2. Needs assessment of students, teachers, and parents.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly-scheduled counseling staff meetings.
5. Follow-up studies of former students, including follow-up reports to administrators, parents, and teachers as appropriate.

**Counseling and Guidance.** The trainee should gain experience in:

1. Individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Classroom or other group guidance activities.
7. Student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

**Assessment and Records.** The trainee should become familiar with and gain experience in:

1. School counseling department record-keeping system as well as school's cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records

**Consultation and Coordination.** The trainee should be involved in:

1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students' developmental needs; academic, career, and personal/social development; and classroom management.
3. Consultation with parents regarding student academic, career, and personal/social development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

**Individual Planning and Placement.** The trainee should become familiar with and gain experience in:

1. Career development and related activities.
2. Educational, occupational, and personal/social information resources in the counseling department and media center.
3. Career and educational planning, development, and/or placement with individual students.

**Professionalism.** The trainee is expected to:

1. Adhere to ACA and ASCA ethical standards.
2. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
3. Demonstrate appropriate human relation skills with students, school personnel, and parents.
4. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.

5. Show respect for diversity among students, school personnel, and the community. Seek and utilize feedback from supervisors.

**Advocacy.** The trainee should become familiar with and participate in:

1. Advocacy for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures
2. Understanding learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and knows ways to create and
3. maintain a positive school environment that is responsive to all learners

**Leadership.** The trainee should become familiar with:

1. learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment
2. Applying research-based practice to improve the school guidance and counseling program

## **Field Placement Standards Department Policy**

### **& Procedures**

Information regarding the supervised Internship field placement that is communicated as UNT Dallas department policy and procedure can be reviewed in the *UNT Dallas Master's Program Handbook* and the *School Counseling Internship Packet*. These documents contain practical applications of both CACREP (2009) Standards and Texas Education Agency (TEA) Standards for Educator Preparation Programs, as listed below.

### **CACREP (2009) Standards for the School Counseling Internship**

The following CACREP (2009) Program Standards apply generally to the Supervised Internship Field Placement for School Counseling program students:

- III.G.1 Obtain at least 120 clock hours per internship of direct service, including experience leading groups. (240 hours for two internships)
- III.G.2 Participate weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
- III.G.3 Receive an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
- III.G.4 Obtain the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- III.G.5 Acquire the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
- III.G.6 Receive evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The following CACREP (2009) School Counseling Standards apply to the Supervised Internship Field Placement for School Counseling Students:

- B2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
- D2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

- D3 Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- L1 Conducts programs designed to enhance student academic development.
- L2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- L3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
- N1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
- N2 Locates resources in the community that can be used in the school to improve student achievement and success.
- N3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
- N4 Uses peer helping strategies in the school counseling program.
- N5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
- P1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
- P2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

### **TEA Standards for School Counselor Educator Preparation Programs**

The following [Texas Education Agency \(TAC §239.15\) Standards](#) apply to the Supervised Internship Field Placement for School Counseling Students:

- II.2 Provides a proactive, developmental guidance program based on the needs of students.
- II.3 Counsels individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
- II.4 Consults with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students.
- II.5 Coordinates resources for students within the school and community.

- II.6 Demonstrates proficiency in teaching small and large groups by actively engaging students in the learning process.
- II.10 Advocates for a developmental guidance and counseling program that is responsive to all students.
- III.1 Collaborates 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.
- III.2 Facilitates learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.
- III.3 Uses 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.
- III.4 Implements effective referral procedures to facilitate the use of special programs and services.
- III.5 Acts as a consultant and/or coordinator to help learners achieve success inside and outside of school.
- V.7 Develops partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning.

## Field and Site Supervisor Training

### Supervisor Roles & Responsibilities

Information pertaining to the Field or Site Supervisor's full scope of responsibility can be found in the *School Counseling Internship Handbook*. Among the roles and responsibilities outlined in this document, the Field or Site Supervisor first qualifies as an approved Field and Site Supervisor as follows:

- The qualified site supervisor is one who (1) has a master's or doctoral degree in counseling or a closely related field, (2) has at least 3-years post-master's experience in counseling, (3) holds appropriate licenses/certifications, is a recognized effective school counselor and (4) possesses relevant training in counseling supervision.

In addition, the Certified Professional School Counselor who serves as a Field or Site Supervisor is advised to fulfill the following roles and responsibilities:

- Coordinates services and schedules with the school counseling Intern, to include making provision for adequate Internship hours within recommended allocations, videotaping, and weekly supervision. This may include, but is not limited to, meeting with campus or district-level administrators to plan, schedule, and allocate resources for, the school counseling intern's full engagement in all aspects of the comprehensive developmental guidance program.
- Makes provision for the school counseling intern to log a minimum of 5% of total hours (15 of 300 hours) using the campus' or district's data management system (i.e. Skyward, Infinite Campus, etc.) for reviewing transcripts, scheduling, and other individual planning services.
- Models advocacy and engages the school counseling Intern in the process of advocating on behalf of students, comprehensive developmental guidance program needs and services, and the proper use of the school counselor/Intern's time, training, and resources.
- Assumes a supportive AND evaluative supervisory role and, as necessary, a gatekeeping role in order to promote the school counseling intern's professional development and readiness for independent school counseling practice.
- Meets weekly for structured supervision sessions and communicates directly with the student about progress, strengths, and areas for needed improvement.
- Models ethical practice and, when possible or necessary, engages the school counseling intern in discussion, review, and application of relevant ethics code and standards of practice (i.e. ACA, 2014; ASCA, 2010; Texas Educator Code of Ethics).
- Completes assigned evaluation tools (i.e. PCPE) according to the mid-semester and end-of-term deadlines.
- Communicates with the Internship Instructor of Record ("UNT Dallas Professor") about the school counseling intern's progress.

## **Supervisee Roles & Responsibilities**

School Counseling Internship students are expected to contribute fully to all aspects of the comprehensive developmental guidance program. As such, students complete and document clock hours (minimum of 300 hours per Internship term) according to recommended allocations that mirror those prescribed by Texas Education Agency's (TEA, 2004) *Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools*.

The school counseling Intern is ultimately responsible for knowing and communicating the expectations of the Internship placement to the Site Supervisor. As such, the school counseling intern must retain a current copy of the *School Counseling Internship Handbook*, including all relevant signed agreements, contracts, forms, logs, evaluation tools, and TK20 or other submission instructions.

Because the Internship is both a tutorial and field-based learning experience, the school counseling intern is expected to meet weekly with the Site Supervisor for supervision and complete all required assignments and evaluations for the UNT Dallas Instructor of Record ("UNT Dallas Professor").

## **Field Placement Site Agreements**

The various Field Placement contracts, agreements, and related materials can be found in the *School Counseling Internship Handbook*. Each school counseling intern is responsible for ensuring that the site and site supervisor approvals, agreements, and contracts are submitted and authorized BEFORE starting the Internship experience at the campus. Students are responsible for providing these forms and contracts to the Field and/or Site Supervisor.

## **Supervisor Training**

This final section briefly reviews two developmental and integrative supervision models relevant to the supervision of the school counseling internship student. Both models describe the characteristics of the internship student and the multiple roles and areas of focus available to the supervisor for promoting the school counseling intern's growth and development. In using both, the key task for the supervisor is correctly identifying the student supervisee's current developmental stage and then selecting appropriate supervision interventions in order to scaffold the student supervisee's development from the current stage to the next.

**Integrated Developmental Model (IDM, Stoltenberg, McNeill, & Delworth, 1998).** The IDM characterizes supervisee growth across three distinct levels of counselor development.

Specifically, the IDM describes the development of student counselors from Level 1: entry level with high motivation and anxiety, to Level 2: mid-level with anxiety and motivation that fluctuates across new experiences with counseling clients/students, to Level 3: advanced students with relatively stable anxiety and motivation and increased proficiency with objectivity in their evaluation of counseling outcomes.

Generally, students entering the School Counseling Internship could be characterized as mid-level to advanced-level student supervisees. As such, we would expect their anxiety and motivation to be high, but beginning to stabilize, and in need of supervision interventions that match the level of required structure/direction to the level of experience with particular student/client issues or counseling settings. Supervisors are encouraged to consider each scenario in supervision as unique (with variance in the degree of experience or competency across situations). Furthermore, supervisors should assess the student intern's level of experience, anxiety, and ability to act autonomously when selecting the degree of support and direction within appropriately prescribed supervision interventions for each student/client scenario under consideration.

**Discrimination Model** (Bernard & Goodyear, 2009). Bernard's Discrimination Model is one of the most widely used and studied integrative models for supervision practice. The key concept in this supervision model concerns the type of skill (or skill deficit) represented by the supervision question or concern and the specific role that the supervisor assumes to address the supervision need. The resulting matrix, as illustrated with the table below, offers the supervisor a total of  $4 \times 3 = 12$  specific FOCUS/ROLE combinations from which to choose in designing supervision feedback and interventions. Please note that a fourth skill area of FOCUS is added to this chart that does not belong specifically to Bernard's original model.

	Supervisor ROLE		
FOCUS of Skill Area	Teacher	Counselor	Consultant
Conceptualization Skills			
Intervention Skills			
Personalization Skills			
Professionalism and Ethics			

### Skill Areas of FOCUS

1. Conceptualization Skills – noticing the important content and making sense of it (theoretical)
2. Intervention Skills – using both micro-skills and theory-specific technique and intervention
3. Personalization Skills – attending to personal reactions, biases, and using self-in-therapy
4. Professionalism and Ethics - adhering to professional best practice standards and navigating ethical dilemmas (includes all of the above skill areas of focus).

## **Supervisor ROLES**

1. Teacher – A didactic and tutorial role designed to educate, inform, and instruct.
2. Counselor – A supportive and clinical role designed to apply counseling microskills and theoretical technique to model, involve parallel process, and address both inter- and intra- personal patterns and processes.
3. Consultant – A collaborative and collegial role designed to promote the supervisee's autonomy while generating ideas, strategies, and options from among which the supervisee selects the best course of action for the particular context or situation.

To use the Discrimination Model, the supervisor first identifies the skill area represented by the student's question or concern. The supervisor evaluates the student counselor's ability within this area of focus, and then selects the most appropriate role from which to proceed. For example, a school counseling intern might select a specific scenario on tape for the supervisor to review. During the review, the supervisor identifies that the school counseling intern's use of process/intervention skills resulted in the student client disengaging from the process rather than engaging more fully in the process. The supervisor then selects the most appropriate role from which to proceed in discussing the skill of concern. The supervisor might choose to use a consultant role to engage the student counselor in a discussion about the multiple ways to use reflection of feeling in this particular context. As the student counselor is invited to reflect on the use of reflection skills in this manner, the supervisor helps the student counselor to improve and refine the delivery of the reflection skill.