

SCHOOL COUNSELING PROGRAM ST. CLOUD STATE UNIVERSITY



ST. CLOUD STATE
U N I V E R S I T Y

SUPERVISED SCHOOL COUNSELING INTERNSHIP MANUAL 2025-2026

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MISSION STATEMENT

The mission of the School Counseling Program at St. Cloud State University is to educate students in the areas of school counseling, developmental guidance, and related psychological and educational services. In this program, students develop the professional knowledge, skills, and dispositions needed to help those they serve achieve their maximum level of independence and functioning. The School Counseling Program embraces a multicultural and developmental philosophy in preparing students to provide counseling and related services in a democratic and pluralistic society. The Program's philosophical framework encompasses enhancing personal growth and development; creating awareness of self in relation to society; developing an identity as a counseling professional and professional school counselor; and providing the knowledge, skills, and dispositions to work effectively with others.

PROGRAM OBJECTIVES

The School Counseling Program is designed to:

1. *Develop student professional knowledge, skills, and dispositions including helping students:*
 - learn to be effective counselors.
 - learn to communicate effectively.
 - develop a greater self-understanding.
 - learn and adhere to the legal and ethical guidelines of the profession.
 - develop increasing levels of multicultural competence.
 - learn to work effectively with K-12 students, school personnel, and parents.
 - learn and apply evidence-based best practices to school counseling work.
 - learn how to develop a comprehensive school counseling program.
 - become prepared for doctoral level training.
2. *Develop student professional identity by:*
 - helping students identify as counselors first, who then specialize in school counseling.
 - encouraging students to become members of professional organizations such as the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the Minnesota School Counselors Association (MSCA).
 - encouraging students to join and participate in appropriate professional growth and networking activities such as: the CMCA/Dugan Symposium, MSCA Annual Conference, MSCA Day on the Hill, and ASCA and ACA national conferences.
3. *Develop student professional competencies in accordance with our SCSU Husky Compact*

As of January 2015, St. Cloud State University finalized and adopted our new "Husky Compact". This compact represents our commitment to ensure we help all students attain six key attributes during their time at SCSU, regardless of the specific program. These six attributes include helping students:

 - 1) think creatively and critically;
 - 2) seek and apply knowledge;
 - 3) communicate effectively;
 - 4) understand and integrate existing and evolving technologies;
 - 5) act with integrity and responsibility;
 - and 6) engage as a member of a diverse and multicultural world.

Our CACREP accredited counseling programs align closely with the Husky Compact as we strive to ensure all counseling graduates can demonstrate a high level of proficiency in each of these six attributes.

SUPERVISED SCHOOL COUNSELING INTERNSHIP INTRODUCTION

The purpose of the supervised school counseling internship is to provide students with the opportunity to put their knowledge, skills, and dispositions into practice and to learn and demonstrate the ability to function as a professional school counselor. In addition to the beneficial opportunity provided to the intern and university, it is expected that the sponsoring school will also benefit from the internship experience. The intern is expected to enter the school with an enthusiasm for learning and a willingness to accept guidance and direction from established professionals. Following the orientation phase of the internship, it is anticipated that the intern should be ready to function semi-independently, and carry out many of the duties and responsibilities of a school counselor. In this way, the intern, school, and university all benefit from the internship experience. In some cases this transition may be difficult. The three parties of the university, intern, and school are partners in ensuring appropriate and beneficial experience. Should any concerns arise, the concerned party should inform the others of the issue immediately so the three can work together for the best resolution.

a. Internship Objectives

1. To ensure the intern develops a sound understanding of the role of the professional school counselor within a comprehensive school setting.
2. To ensure the intern can apply theory to practice.
3. To ensure the intern gains a sound level of multicultural competence.
4. To ensure the intern practices in accordance with legal and ethical guidelines.
5. To ensure that the intern gains a sound level of competence in functions common to the professional school counselor by having the intern engage in and be evaluated on:
 - a. Providing academic, career, and personal/social counseling.
 - b. Providing counseling and advisement in both individual and group settings.
 - c. Assuming responsibility for a reasonably-sized case load of students.
 - d. Conducting developmental classroom guidance lessons.
 - e. Consulting with teachers, parents, administrators, and other school personnel.
 - f. Participating in related school counseling committee meetings.
 - g. Participating in student assistance team, IEP, and 504 meetings.
 - h. Participating in peer helper and/or conflict management work.
 - i. Becoming acquainted with community services for support and referral purposes.
 - j. Engaging in team work opportunities with other school personnel.
 - k. Administering or assisting in the administration of group tests.
 - l. Interpreting test and other appraisal data to students.
 - m. Using scheduling software and other relevant educational technologies.
 - n. Participating in program evaluation for individuals and/or institutional decision making.
6. To ensure that the intern completes a minimum of 600 total hours of field experience with 100 hours at an alternative grade level site and from which, 240 hours are in direct service.
7. To ensure that the intern attains these hours of experience over the course of a K-12 academic year, averaging 20 hours per week at the site/s.
8. To ensure that interns are appropriately supervised by being provided with:
 - a. one hour per week of face-to-face individual supervision, throughout the internship, performed by a field supervisor.
 - b. one and one half hours per week of group supervision performed by a university supervisor.
 - c. an opportunity to audio or video record several counseling sessions
 - d. a formal evaluation of intern performance during the internship by the university supervisor in consultation with the field supervisor.

b. Procedures to Acquire Internship Sites

Step One: Identify and contact possible internship sites:

Prospective interns should investigate at least three possible internship sites. These sites should: 1) provide the intern with an opportunity to experience a developmental school counseling program, 2) provide the intern with an opportunity to do classroom guidance activities, 3) have a field supervisor with at least a master's degree, who is currently licensed as a school counselor, and who has worked at least two years as a licensed school counselor, 4) have a field supervisor willing and able to provide, support, and supervise the intern in her/his completion of the above internship objectives including being responsible for overseeing the day-to-day activities of the intern as well as providing one hour of weekly individual supervision, 5) allow the intern to attend the mandatory weekly group supervision and courses held at the university for one day per week throughout the internship experience, 6) allow the intern to video and/or audio record some work with students for the purposes of supervision (following appropriate attainment of parental consent), and 7) be within a 75 mile radius of St. Cloud.

Prospective interns must also secure a secondary site for completion of the 100 hours at an alternative level. For this site, the prospective intern must obtain the agreement of an individual at the alternative site who can serve as a site contact and additional supervisor for the intern. This individual must be willing to support the intern while she/he is at the alternative site. However, the primary field supervisor is the official field supervisor for the internship experience. The alternative site supervisor's signature must also be obtained on the contract.

Step Two: Complete the following application requirements

The prospective intern must submit all internship application materials to the School Counseling Program coordinator by no later than April 4th of the spring semester prior to internship. These materials must include: 1) a cover letter summarizing your proposal as to why your first desired site will be an optimal placement for your internship and your goals for interning at this site (1 page, typed), 2) your resume, and 3) the Internship Application Form. You must also have completed and have had satisfactorily processed the Proposed Program of Graduate Study form by April 4th of the spring semester prior to internship. Finally, you will need to fill out the required application materials on Handshake (our online SCSU program).

Step Three: Await University decision and secure a signed contract

The School Counseling Program coordinator and faculty reserve the right to approve or disapprove internship sites and will work with the prospective intern and field supervisor to ensure the most appropriate placement occurs. Once sites are approved, the prospective intern will be notified and required to obtain a signed contract. The contract must be returned to the university by the end of the universities spring semester. The School Counseling Program coordinator will then sign off and give copies to all parties involved.

Step Four: Begin internship at agreed upon date and time

The beginning of the school counseling internship often precedes the beginning of the university academic semester. Therefore, the intern must only work in an observatory and support capacity until the university semester begins, on-campus supervision can be provided,

and liability insurance is activated. Interns must not work alone with students prior to the beginning of the university semester.

c. Components of the Internship Experience

Supervised internship work can be divided into three phases: orientation, participation, and evaluation. These phases, no doubt, will overlap and recycle. The level of intern active participation in the duties of a school counselor should increase at a pace commensurate to the intern's learning and ability, and in the end, have comprised the majority of the internship experience.

Phase One: Orientation

To help the intern understand the setting, it is desirable to provide her/him with a period of time for observing and becoming oriented to the activities of the school counselor.

Recommendations for such orientation at the beginning of the internship include: a) attending in-service trainings, b) reading school policy and procedures including school crisis plans and student handbooks, c) assisting with support duties to develop a procedural knowledge base (i.e. scheduling system, etc.), d) begin working with school personnel, and e) observing and assisting school counselor work with students (until the university semester begins interns should not work alone with students). Field supervisor assistance in intern orientation is critical to later intern progression to independent work and success.

Phase Two: Participation

Interns should be permitted to engage in as many activities as their individual readiness, time, and supervision allows. The intern should be monitored and guided to move from more dependent participation to more independent participation over time. By the end of the internship, experiences should have been assigned in all areas of the total developmental school counseling program and the intern should be functioning at a high level of independence to provide the supervisors with the opportunity to see if the intern is truly ready to be endorsed for licensure. The following are some recommendations to help interns move from orientation and observation to participation in school counseling activities:

- a. Provide the intern with the appropriate work space, computer, and phone access necessary to perform school counselor duties.
- b. Provide closer supervision on new tasks until intern demonstrates ability to act independently.
- c. When ready, provide the intern with a reasonable portion of a typical school counseling case load, representative of the students in the school.
- d. Move interns from lower complexity tasks to higher complexity tasks at a pace that is commensurate to intern's abilities and also which challenges her/him to gain more skill. (i.e. have interns observe your work in a classroom before they solo).
- e. Encourage the intern to attend key school counselor functions such as: parent nights, school personnel meetings, career fairs, etc.

Phase Three: Evaluation

Evaluation is a joint and on-going process involving the intern, field supervisor, and university supervisor. The emphasis is on the intern's growth toward professional maturity. Together, the supervisors evaluate the intern's progress and ultimately, readiness to enter the profession.

Evaluations may be written, verbal, or both, and should be communicated regularly to the intern. Evaluation should be seen as an opportunity for growth and feedback which provides the intern the opportunity to acknowledge and build on strengths and change and improve weaknesses.

For grading, an evaluation form is to be completed by the field supervisor and returned to the university supervisor at the end of each semester. The objectives listed on the internship contract are evaluated as part of this process to assess intern performance on each item. Interns earn either a Satisfactory or Unsatisfactory grade during grading periods based on their evaluation. The university supervisor is responsible for determining the grade following consultation with the field supervisor.

III. RESPONSIBILITIES OF THE INTERN

The intern's responsibility is to learn and perform school counselor functions under the guidance and supervision of the field and university supervisors. In addition, the intern has the responsibility to:

1. Adhere to all applicable Federal, State, and Local laws as well as the ACA and ASCA ethical codes of conduct.
2. Adhere to the policies and procedures of the school and uphold the same level of professionalism expected of all school personnel at the site.
3. Provide proof of individual professional liability insurance.
4. Follow through on all obligations of attendance and agreed upon time commitments. Leaves of absence should be worked out with the field supervisor and/or university supervisor and handled in a professional manner. Time lost shall be made-up in a way that is agreeable to the supervisors.
5. Communicate in a timely, clear, and consistent manner with the field and university supervisors regarding any concerns or questions.
6. Immediately seek consultation regarding potential threats to student safety or mandated reporting issues.
7. Be open to learn and receptive and responsive to supervisory feedback.
8. Ask for assistance and supervision when needed.
9. In the case of an intern grievance, the intern shall contact the university supervisor and/or appropriate individuals in a timely manner.

IV. RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor's responsibility is to work with the intern and field supervisor to support and monitor the internship experience. In addition, the university supervisor has the responsibility to:

1. Conduct a meeting early in the beginning of each semester of the internship with the intern and field supervisor with the intent of clarifying expectations and helping establish goals for that semester of the internship experience.
2. Provide contact information and procedures for additional consultation and supervision needs of the intern and/or field supervisor.
3. Provide weekly on-campus group supervision for the intern. The general purpose of this supervision is to:
 - a. Provide an opportunity for the intern to process experiences and questions with fellow interns and the university supervisor.
 - b. Assist the intern in applying theory to practice.

- c. Provide the university supervisor the opportunity to monitor and evaluate intern progress.
4. Help resolve and/or mediate any concerns arising between the intern and school.
5. Offer the university's support to assist the school to provide the most effective internship experience possible.

V. RESPONSIBILITIES OF THE FIELD SUPERVISOR AND SITE

The field supervisor is a staff member of the school who agrees to fulfill the supervision obligations of the internship contract and sign to this agreement. The field supervisor must hold a current school counseling license and have worked as a licensed school counselor for a minimum of two years. The role of field supervisor is critical to the success of the intern's experience. This individual helps determine, guide, and supervise the daily on-site activities of the intern and helps mentor the intern toward professional independence and readiness for licensure. The field supervisor is expected to work to:

- ensure the intern's responsibilities fall within their level of competence and readiness
- ensure the intern upholds all legal and ethical guidelines of the profession
- ensure the intern is given the opportunity to meet the requirements of the internship
- ensure the intern is treated with professional respect and fairness
- monitor and evaluate the intern's performance
- ensure the intern is not represented as a fully trained school counselor
- keep open communication with the university supervisor regarding any concerns

The school and/or university may decide to terminate the internship agreement at any time should circumstances warrant such action. The school is encouraged to keep open communication with the intern and university should any potential changes to the internship agreement be foreseen.

INTERNSHIP APPLICATION FORM

Name: _____ Phone: _____ (Home)
Address: _____ (Work)

Email: _____

Emphasis Area(s): School Counseling

Semesters Interning: Fall 24 _____ Spr. 25 _____

List the internship sites you are considering:

<u>School</u>	<u>Location</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Return the following to your program coordinator no later than April 7, 2023.

1. Internship application form.
2. Cover letter.
3. Resume.

ST. CLOUD STATE UNIVERSITY SCHOOL COUNSELING INTERNSHIP CONTRACT

Internship Contact Information:

Intern Name: _____	Primary Site School: _____
Address: _____	Alternate Site School: _____
	Internship Start Date: _____
	Internship End Date: _____
E-mail: _____	Days at Primary Site: _____
Phone: _____	Days at Alternate Site: _____
Field Supervisor Name: _____	Alternate Contact Name: _____
Address: _____	Address: _____
Email: _____	Email: _____
Phone: _____	Phone: _____

The Objectives of the Internship Experience are:

9. To ensure the intern develops a sound understanding of the role of the professional school counselor within a comprehensive school setting.
10. To ensure the intern can apply theory to practice.
11. To ensure the intern gains a sound level of multicultural competence.
12. To ensure the intern practices in accordance with legal and ethical guidelines.
13. To ensure that the intern gains a sound level of competence in functions common to the professional school counselor by having the intern engage in and be evaluated on:
 - a. Providing academic, career, and personal/social counseling.
 - b. Providing counseling and advisement in both individual and group settings.
 - c. Assuming responsibility for a reasonably-sized case load of students.
 - d. Conducting developmental classroom guidance lessons.
 - e. Consulting with teachers, parents, administrators, and other school personnel.
 - f. Participating in related school counseling committee meetings.
 - g. Participating in student assistance team, IEP, and 504 meetings.
 - h. Participating in peer helper and/or conflict management work.
 - i. Becoming acquainted with community services for support and referral purposes.
 - j. Engaging in team work opportunities with other school personnel.
 - k. Administering or assisting in the administration of group tests.
 - l. Interpreting test and other appraisal data to students.
 - m. Using scheduling software and other relevant educational technologies.
 - n. Participating in program evaluation for individuals and/or institutional decision making.
14. To ensure that the intern completes a minimum of 600 total hours of field experience with 100 hours at an alternative grade level site and from which, 240 hours are in direct service.
15. To ensure that the intern attains these hours of experience over the course of a K-12 academic year, averaging 20 hours per week at the site/s.
16. To ensure that interns are appropriately supervised by being provided with:
 - e. one hour per week of face-to-face individual supervision, throughout the internship, performed by a field supervisor.
 - f. one and one half hours per week of group supervision performed by a university supervisor.
 - g. an opportunity to audio or video record several counseling sessions
 - h. a formal evaluation of intern performance during the internship by the university supervisor in consultation with the field supervisor.

INTERN'S RESPONSIBILITIES: *The intern agrees to:*

- adhere to all legal and ethical guidelines of the profession.
- adhere to policies, procedures, and professional expectations of the school.
- follow through on all obligations of attendance and agreed upon time commitments and work professionally to resolve any absences.
- communicate in a timely, clear, and consistent manner with the field and university supervisors regarding any concerns or questions.
- seek immediate consultation regarding potential threats to student safety or mandated reporting issues.
- be open to learn and receptive and responsive to supervisory feedback.
- ask for assistance and supervision when needed.
- in the case of an intern grievance, the intern shall contact the university supervisor and/or appropriate individuals in a timely manner.

FIELD SUPERVISOR'S RESPONSIBILITIES: *The field supervisor agrees to:*

- work to ensure the intern's responsibilities fall within their level of competence and readiness
- work to ensure the intern upholds all legal and ethical guidelines of the profession
- work to ensure the intern is given the opportunity to meet the objectives of the internship
- work to ensure the intern is treated with professional respect and fairness
- monitor and evaluate the intern's performance
- work to ensure the intern is not represented as a fully trained school counselor
- keep open communication with the university supervisor regarding any concerns

UNIVERSITY SUPERVISOR'S RESPONSIBILITIES: *The university supervisor agrees to:*

- conduct a meeting early in the beginning of each semester of the internship with the intern and field supervisor to help clarify expectations, establish goals, and evaluate intern progress.
- provide contact information for the supervision needs of the intern and/or field supervisor.
- provide weekly on-campus group supervision for the intern with the purpose to:
 - provide an opportunity for the intern to process experiences and questions with fellow interns and the university supervisor.
 - assist the intern in applying theory to practice.
 - provide the university supervisor the opportunity to monitor and evaluate intern progress.
- help resolve and/or mediate any concerns arising between the intern and school.
- offer the university's support to the school to provide the most effective internship experience possible.
- determine the internship grade of either satisfactory or unsatisfactory after receiving feedback from the field supervisor. The university supervisor has the final responsibility for the grade.

PROFESSIONAL LIABILITY INSURANCE:

The university will charge and secure liability insurance for the intern for the internship experience in addition to the required individual professional liability insurance each intern must provide evidence of for the internship experience.

SIGNATURES:

By signing, you indicate your understanding and agreement to follow through with the conditions of the internship as indicated on this contract and the internship manual.

Intern

Date

Field Supervisor

School Counseling License
Number & Level

Date

Alternate Site Supervisor

Date

University Supervisor _____

Date _____

SCHOOL COUNSELING
INTERNSHIP STUDENT RATING FORM

Name of Student: _____

Semester(s): _____

Please evaluate the internship performance of the above named student by checking the response category that best describes the student's typical behavior. If a specific performance has not been observed, do not check a response category for that item.

5 = VERY GOOD implies distinguished mastery of performance.

4 = GOOD implies good mastery of performance.

3 = AVERAGE implies acceptable mastery of performance.

2 = BELOW AVERAGE implies minimal mastery of performance.

1 = UNACCEPTABLE implies no mastery of performance.

KNOWLEDGE

Of the field of school counseling

Of the school counseling process

Of human growth, development, and behavior

Of medical aspects of school counseling

Of psychosocial aspects of school counseling

Of community resources

Of counseling theory

Of strategies for independent living

Of accepted standards of ethical conduct

Of federal, state, and local school counseling laws

SKILLS

Establishes effective counseling relationships

Maintains effective counseling relationships

Identifies functional limitations

Helps clients identify strengths and weaknesses
Does realistic planning

VERY GOOD implies distinguished mastery of performance.

GOOD implies good mastery of performance.

AVERAGE implies acceptable mastery of performance.

BELOW AVERAGE implies minimal mastery of performance.

UNACCEPTABLE implies no mastery of performance.

Effectively evaluates client progress
Plans and organizes work effectively
Accomplishes assigned tasks with minimal supervision
Makes sound decisions, based on good judgment
Makes timely decisions
Works hard
Works accurately
Presents neat and orderly work
Expresses self well orally
Expresses self well in writing
Maintains good case in records
<u>PERSONAL QUALITIES</u>
Possesses emotional stability
Acts in a mature manner
Learns quickly
Demonstrates flexibility
Demonstrates resourcefulness
Demonstrates imagination
Demonstrates originality

Profits from previous experience
Is reliable and dependable
Demonstrates interest and enthusiasm in work
Maintains appropriate personal appearance
Recognizes own strengths
Recognizes own weaknesses

<p><u>VERY GOOD</u> implies distinguished mastery of performance.</p> <p><u>GOOD</u> implies good mastery of performance.</p> <p><u>AVERAGE</u> implies acceptable mastery of performance.</p> <p><u>BELOW AVERAGE</u> implies minimal mastery of performance.</p> <p><u>UNACCEPTABLE</u> implies no mastery of performance.</p>
Attends work as scheduled
Is punctual
<u>RELATIONSHIPS</u>
Works harmoniously with professional colleagues
Works harmoniously with support staff
Is accepted personally and socially by staff
Participates actively in staff meetings
Participates appropriately in staff meetings
Genuinely desires to be helpful
Treats clients with respect
Accepts individual differences without prejudice
Adheres to personnel policies and regulations
Works harmoniously with other agencies
<u>SUMMARY</u>

Potential as a school counselor

Readiness for employment

Overall evaluation of this student

Please add any additional comments you would like to make about this student.

Based on your experience with one of our students, please suggest areas of training within our School Counseling Program that may need to be strengthened, added, or changed, to better prepare our students for their internship experience.

To Be Completed By Intern: Based on your experience with this agency, please suggest ways that this internship site could have better met your needs.

Signatures:	
_____ Intern Signature	_____ Date
_____ On-Site Supervisor Signature	_____ License/Certification Number
_____ Faculty Supervisor Signature	_____ License/Certification Number

**St. Cloud State University
School Counseling Program
Candidate Evaluation of Dispositions**

All students must demonstrate, at minimum, an acceptable level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a student will be approved for graduation. Student performance will be assessed according to these levels:

Target (T): Students' work and demeanor reflect the dispositions expected of professional counselors as delineated in professional, state, institutional, and programmatic standards. Students recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.
Acceptable (A): Students are familiar with the dispositions expected of professionals. Their work and demeanor reflect the dispositions delineated in professional, state, institutional, and programmatic standards.
Unacceptable (U): Students are not familiar with professional dispositions delineated in professional, state, institutional, and programmatic standards. They do not model these dispositions in their work and/or demeanor.
Please note: any "U" must be accompanied by a written account of the situation wherein the student exhibited the behavior(s) of concern
Not Observed (N/O): No opportunity to observe.

Domain A: Professionalism

Dispositions	Behaviors	Assessment Level			
		T	A	U	N/O
Professional demeanor	Uses proper grammar and vocabulary in written and oral communication.				
	Maintains personal hygiene.				
	Dresses appropriately for the professional setting.				
Relationships with others	Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.				
	Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.				
	Perceives and honors the physical, emotional, and social boundaries of others.				
	Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.				
	Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.				
General work attitude and enthusiasm	Tolerates demanding workloads and stressful conditions.				
	Demonstrates the ability to function in ambiguous situations.				

	Seeks and uses feedback from peers and supervisors to improve professional behavior.				
Commitment to professional development	Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.				
	Invests the time and energy to develop professional counseling and student development skills and professional competencies.				
	Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.				
Integrity	Adheres to the ethical guidelines of the counseling and student affairs professions.				
	Respects and upholds the confidentiality of clients' issues and concerns.				
Professional judgment	Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.				
Comments:					

Domain B: Planning, Preparation and Productivity

		T	A	U	N/O
Dependability, conscientiousness, responsibility	Arrives on time to academic and professional commitments.				
	Meets attendance obligations and expectations.				
	Accepts personal responsibility for one's own actions and behaviors.				
	Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.				
	Arrives able to perform professional tasks and functions, including the exercise of sound judgment.				
Effort and preparation	Arrives prepared to perform professional tasks and meet academic or professional responsibilities.				
	Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.				
Productivity	Completes assigned tasks on schedule.				
	Works effectively as part of a group, as well as independently.				
Comments:					

Domain C: Commitment to Developing Professional Competencies

		T	A	U	N/O
Commitment to developing multicultural competencies	Demonstrates appreciation for diversity.				
	Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.				
	Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.				
Commitment to developing interpersonal competencies	Seeks and uses feedback about one's personal and interpersonal functioning and uses this feedback to improve professional functioning.				

	Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.				
<i>Commitment to developing counseling or student development competencies</i>	Recognizes one's own professional competencies and shares them with peers, supervisors, and faculty.				
	Seeks feedback from peers, supervisors, and faculty about one's professional knowledge and skills and uses this feedback to improve professional functioning.				
	Demonstrates willingness to learn new modes of service delivery and use a variety of resources.				
	Demonstrates willingness to use technology as a tool in service delivery.				
	Demonstrates commitment to improving practice through data collection, assessment and program evaluation.				
	Demonstrates commitment to lifelong learning.				
<i>Comments:</i>					

Signatures:

(name of student)

(date)

(name of faculty)

(date)

SCHOOL COUNSELING INTERN WEEKLY LOG

Week of: _____

Intern: _____

Internship #: _____

Supervisor: _____

Direct Service Log:

DSCI - direct student contact, individual

GS - group supervision

AA - appraisal (testing) activities

DPC – direct parent contact

DSCG - direct student contact, group

IS - individual supervision

GA – guidance activities

OA - other activities (describe)

	DSCI	DSCG	GS	IS	AA	GA	DPA	OA
MON								
TUE								
WED								
THU								
FRI								
TOTALS								

TOTAL _____

Indirect Service Log:

GSA - general supervision activities (meetings)

CON - consulting (teachers, staff, peers)

PR - personal review (tapes, records)

PLN - planning guidance and/or counseling activities (including research time)

TC - telephone contacts

TRNG - workshops, conferences

OA - other activities (describe)

	GSA	TC	CON	TRNG	PR	OA	PLN
MON							
TUE							
WED							
THU							
FRI							
SAT							
SUN							
TOTALS							

TOTAL _____

Please record time in fifteen minute/.25 hour increments.

Internship Assignments

Semester 1

Internship Contract _____

Consultation Contact Form _____

Make sure plan of study is on record _____

Site Visit #1 _____

Ind. Counseling Session _____

Activity Presentation _____

Semester 1 Evaluation _____

Weekly Log Sheets _____

Semester Log Cover Sheet _____

Semester 2

Apply for graduation _____ (within first 2 weeks of spring semester)

Update Resume _____ (just for your information)

Gather reference letters _____ (just for your information)

Begin searching for positions _____ (just for your information)

Register for CPCE Comprehensive Exam _____ (exam is usually in March)

Site Visit #2 _____

Guidance Lesson _____

Case Report _____

Data-Driven Practices Project _____

Attend Showcase Evening _____

Semester 2 Evaluation _____

Weekly Log Sheets _____

Semester Log Cover Sheet _____

Apply for licensure _____ (just for your information)

Consultation Contact Information

Please provide the names and phone numbers for consultation contact information. Keep a copy with you and give a copy to your Field and University Supervisors.

Intern Name: _____

Primary Site: _____

Primary Site Supervisor: _____

Primary Site Backup Contact: _____

Primary Site Backup Contact: _____

Secondary Site: _____

Secondary Site Contact: _____

Secondary Site Backup Contact: _____

Child Protective Services: _____

Consultation Contact: _____

Consultation Contact: _____

Consultation Contact: _____

University Supervisor: _____

University Backup Contact: Dr. Bill Lepkowski: office 320-308-5280 / cell 320-291-6077 _____

The purpose of this form is to provide you with consultation resources for easy access and backup. Should you be dealing with a situation potentially requiring a mandated report, crisis intervention, or ethical dilemma, it is important to consult and be sure you take the needed steps to respond. Since certain situations require immediate and/or rapid response (i.e. mandated reporting) it is important to have a plan of who to contact and backup contacts readily accessible. As a school counseling intern you are required to adhere to ethical and legal guidelines as well as your school policy as you practice.

Case Report for Internship

Purpose: To help you learn how to conceptualize your work with individual students, as well as, to receive feedback and support on how you might improve such work.

Instructions: Identify an individual student you have worked with for this 1-2 page report. Perhaps a student you have struggled to help. Then, without listing any identifying information (use a pseudonym, fake name), briefly write up and be prepared to share with the group the following items:

1. Context: how the student came to receive your services and why (presenting problem)
2. Assessment: your current knowledge of the student's current function in:
 - a. Academic history
 - b. Family history
 - c. Psychological condition
 - d. Social life
 - e. Physical wellness
3. What you have done to try to help the student
4. How it has worked/not worked

School Counseling Internship Data Driven Project

Purpose: The American School Counseling Association emphasizes the importance of school counselors being able to be data-driven in evaluating school programming and student needs to better support student success. The purpose of this assignment is to help you as a school counseling intern, learn how to find, use, and analyze data for program evaluation. It is important to note that this is not a research project or thesis in which IRB approval is needed, nor will the results will be published. This is a project to help you engage in a common school counseling practice of using data for internal program evaluation to aid your school counselor supervisor and the school in their efforts.

Instructions: Work with your site supervisor to identify an area of school needs or efforts that would benefit from further investigation to better help serve students. Then seek approval of your project from your university supervisor. Your supervisors will work to ensure that the data being gathered is appropriate for internal program evaluation and in compliance with research standards of practice. Once permission is gained, gather, analyze and develop recommendations based on the data you see as relevant.

Presentation of the results: Typically, students will present the results of their data project in a poster format. Care must be taken to de-identify the information so no individuals can be identified. The posters will be presented at our annual showcase evening which is primarily attended by counseling students and counseling supervisors. If the internship site of the intern feels the information should not be shared at the showcase evening, the intern can arrange to share their project with their university supervisor only. Please contact Dr. Bill Lepkowski with any questions regarding this assignment at wjlepkowski@stcloudstate.edu or 320-308-5280.