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School Counseling Professional Practice Handbook

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Section I: Introduction to the School Counseling Program

Professional Practice Handbook

The MSE School Counseling Program at Arkansas State University offers more than a simple collection of courses and experiences. The School Counseling Program courses are organized, orderly, and purposefully planned in order to produce competent professional school counselors. One of the primary experiences in our program is the Professional Practice course sequence, which includes practicum and two internships (Internship I and II). This coursework allows students to work in school-based counseling settings with the objective of helping students develop knowledge, skills, techniques, and the professional dispositions necessary to become effective counselors.

This *Handbook* introduces students and supervisors to the School Counseling Program's expectations for practicum and internship. The *Handbook* is intended to offer guidance to site supervisors and students about the process for successful completion of these professional practice courses. The *Handbook* is required reading for all students prior to beginning practicum and internship. Students and site supervisors should keep a copy of the *Handbook* available for reference as needed.

Included in this *Handbook* is information about the program's requirements for enrollment in practicum and internship and the roles and responsibilities of students, site supervisors, and faculty supervisors. Also included are forms required to properly document professional practice work (e.g. weekly logs, release forms, evaluations and more). The eligibility requirements of sites and site supervisors are included to guide students in the selection of appropriate professional practice sites.

The professional practice experiences gained through practicum and internship offer exciting opportunities to engage in counseling activities in school settings with actual students. It also offers school counseling students opportunities to receive mentorship from experienced professional school counselors who work in the field. It is a goal of the School Counseling Program to provide students with outstanding professional practice experiences. Effective communication between students, site supervisors and faculty is crucial for the success of each student. The School Counseling Program encourages students and site supervisors to share their experiences with faculty. This feedback contributes to the overall, comprehensive evaluation of the program's effectiveness and promotes ongoing excellence in the professional practice experiences of future students.

The guidelines and expectations outlined in this manual are drawn from the *2016 CACREP Standards* to ensure the Counseling Program is in compliance with accreditation requirements. This manual does not replace the information and advice available from academic advisors, faculty supervisors, and the School Counseling Practicum and Internship Coordinator (SCPIC). Please consult with the faculty throughout the professional practice sequence as appropriate. For general inquiries regarding practicum and internship, contact the SCPIC, Taqueena Quintana at tquintana@astate.edu or phone 870-972-3020.

Section II: Requirements for Enrollment in Professional Experience Courses

A. COUN 6213: Counseling Practicum

All students who have obtained a grade of “B” or better in **COUN 6843: Theories of Professional School Counseling** and **COUN 6663: Techniques and Instructional School Counseling Interventions**, maintained a GPA of 3.0 or better in all School Counseling Program coursework, and who are not currently completing a remediation plan that precludes professional practice advancement will be admitted to COUN 6213: Counseling Practicum.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at the conclusion of COUN 6213. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, and the successful completion of the requisite direct and indirect professional practice hours contribute to the overall evaluation of a student’s performance in the course. To successfully complete Counseling Practicum and advance to COUN 6223: Internship I, the student must receive a grade of “B” or better in the course, evaluation of the student’s professional dispositions are determined to be developmentally appropriate, and any active remediation plan does not preclude progression to the next professional practice experience.

Remediation: If a student’s skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete the course. If a remediation plan is implemented, the student may be required to retake COUN 6213: Counseling Practicum, retake previous coursework, or may be expected to complete additional requirements, supervision, or professional practice contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be permitted to progress to COUN 6223: Supervised Internship I.

B. COUN 6223: Internship I

All students who have obtained a grade of “B” or better in COUN 6213: Counseling Practicum, maintained a GPA of 3.0 or better in all Counseling Program coursework, received developmentally appropriate evaluations on student dispositions reviews, received a passing score on the pre-comprehensive exam, and who are not currently completing a remediation plan that precludes professional practice advancement will be admitted to COUN 6223: Internship I.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at conclusion of COUN 6223. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, and the successful completion of the requisite direct and indirect professional practice hours contribute to the overall evaluation of a student’s performance in the course. To successfully complete Internship I and advance to COUN 6233: Internship II, the student must receive a grade of “B” or

better, evaluation of the student's professional dispositions are determined to be developmentally appropriate, and any active remediation plan does not preclude progression to the next professional practice experience.

Remediation: If a student's skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete the course. If a remediation plan is implemented, the student may be required to retake COUN 6223: Internship I, retake previous coursework, or may be expected to complete additional requirements, supervision, or professional practice contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be permitted to progress to COUN 6233: Internship II.

C. COUN 6233: Internship II

All students who have obtained a grade of "B" or better in COUN 6223: Internship I, maintained a GPA of 3.0 or better in all School Counseling Program coursework, received developmentally appropriate evaluations on student dispositions reviews, and who are not currently completing a remediation plan that precludes professional practice advancement will be admitted to COUN 6233: Internship II.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at the conclusion of COUN 6233. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, and the successful completion of the requisite direct and indirect professional practice hours contribute to the overall evaluation of a student's performance in the course. In order to complete the professional practice requirements for the School Counseling Program, the student must successfully complete Internship II, by receiving a grade of "B" or better and the student's dispositions ratings must be congruent with the level of development expected of beginning professional counselors.

Remediation: If a student's skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete this final course in the professional practice series. If a remediation plan is implemented, the student may be required to retake COUN 6233: Internship II, retake previous coursework, or may be expected to complete additional requirements, supervision, or professional practice contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be allowed to complete Internship II thereby preventing degree completion.

Professional (Field) Experience Courses: Students must successfully complete all courses **PRIOR** to the end of COUN 6233 Internship II. **Students may not schedule or complete school counseling courses AFTER they have completed COUN 6233 Internship II.**

Section III: Roles and Responsibilities

A. School Counseling Program Role and Responsibilities

The Counseling Program is responsible for the education and training of the students enrolled in the School Counseling Program. Collectively, the program faculty act as teachers, mentors, and gatekeepers for the profession. “It is the ethical responsibility of counselor educators to monitor and evaluate students’ knowledge, skills, and professional dispositions required by competent professional counselors and to remediate or prevent those that are lacking in professional competence from becoming counselors” (CACREP, 2016, p. 41). The School Counseling Program collaborates with school-based site supervisors to provide opportunities for students to apply theory and develop counseling skills through professional practice work with students. The School Counseling Program offers supervision training to site supervisors so they may be “knowledgeable of the program’s expectations, requirements, and evaluation procedures” for students whom they supervise (CACREP, 2016, p. 15).

B. School Counseling Practicum and Internship Coordinator (SCPIC) Role and Responsibilities

The School Counseling Practicum and Internship Coordinator (SCPIC) is a member of the School Counseling Program faculty who is designated to coordinate the practicum and internship experiences of students enrolled in the School Counseling Program and respond to inquiries regarding these professional practice experiences (CACREP, 2016).

In addition, the SCPIC is responsible for the following:

1. Monitor Affiliation Agreements with school counseling sites.
2. Review student applications for practicum and internship and approve or deny them.
3. Review eligibility criteria of practicum and internship sites to ensure minimum requirements are met.
4. Review eligibility criteria of site supervisors to ensure minimum requirements are met.
5. Review/update policies and procedures related to practicum and internship.
6. Conduct orientation for practicum and internship students.
7. Coordinate training for site supervisors in collaboration with program faculty.
8. Ensure routine contacts are maintained with the site supervisors.
9. Review practicum and internship students’ paperwork to ensure minimum requirements are met.
10. Collect and document student evaluations of sites and supervisors.
11. Collect and document students’ and site supervisors’ evaluations of the School Counseling Program.
12. Monitor job placement and credentialing activities of program graduates.
13. Monitor professional practice (practicum and internship) compliance with the *2016 CACREP Standards* and promote practices consistent with the *ASCA Ethical Standards for School Counselors*.
14. Mediate conflicts related to a student’s professional practice experience in collaboration with faculty, site supervisors, and other on-site professionals.

C. Student Role and Responsibilities

Students enrolled in practicum or internship are responsible for the following (CACREP, 2016):

1. Must purchase (one time fee) Tevera Management Program to track and monitor all practicum and internship documentation throughout the duration of Professional Practice Field Experience.
2. Submit **all** practicum/internship documentation via Tevera by the designated due date. (Spring Deadline 12/1 and Fall Deadline, 5/1).
3. Seek and secure a qualified practicum/internship site. The SCPIC will approve the site and site supervisor prior to registration for the course. Students should meet with their faculty advisor to discuss site placements prior to making initial contact with a setting.
4. Only obtain hours within the role of a school counseling intern. Students are **not** permitted to obtain practicum or internship hours within the role of teacher, Crisis Intervention Specialist, Academic/Behavioral Interventionist, Alternative Education Professional, Coach, University Counselor/Advisor, Career and Technical Education Teacher (CTE), College Access Professional, Case Manager, Social Worker, Student Advocate, Assessor/Psychometrist or any other role other than that of a school counseling intern.
5. Obtain and maintain professional liability insurance throughout the professional practice experience.
6. Follow all regulations, policies, procedures, and emergency response practices of the school counseling site regarding the conduct of a practicum/internship student and maintain confidentiality of all records and student information.
7. Discharge assigned duties in a professional manner.
8. Become familiar with the site's technology resources.
9. Provide individual counseling to students. In addition, lead/co-lead a psychoeducational group during internship or practicum (CACREP, 2016).
10. Demonstrate counseling skills and professional behaviors appropriate for a school counselor in the school counseling placement including process skills, student case conceptualization, and personalization skills.
11. Develop and demonstrate counseling skills, interventions and strategies appropriate to her/his adopted counseling theory.
12. Conceptualize ethical and legal responsibilities inherent in the setting, comply with the *ASCA Ethical Standards for School Counselors* (2016), and seek consultation as necessary.
13. Demonstrate appropriate use of relationship building skills and maintain ethically appropriate behaviors and boundaries with students, supervisors, and professional colleagues.
14. Assist the faculty in maintaining regular contact with site supervisor.
15. Video record counseling sessions with students, with parental/guardian written consent, for review during supervision.
16. Consistently attend and participate in one-hour weekly supervision session with the site supervisor and a weekly one and a half hours (average) group supervision class. Arrive prepared, on time, and demonstrate the ability to utilize and grow from supervision interventions.

17. Maintain accurate logs of direct and indirect hours/activities during the professional practice experience to be reviewed and verified weekly by the site supervisor's signature. Submit forms to Tevera weekly. At the end of the semester, submit compiled and totaled logs to the faculty supervisor and to the Tevera.
18. Successfully complete all assigned activities and goals identified on the course syllabus and Practicum/Internship Site Contract.
19. Submit required Performance Evaluations to Tevera. In addition, at the end of the semester, submit the following evaluations to Tevera: 1) Supervision Evaluation of site supervisor, 2) Supervision Evaluation of faculty supervisor, and 3) Site Evaluation. Students completing Internship II will also submit a Pre-Graduation Counselor Preparedness and Job Placement Survey.
20. **Attendance:** Students must attend each group supervision session via Zoom. If a student elects to miss a supervision session due to an emergency, she/he must write a letter requesting to stay enrolled in the course and submit it via email to the course instructor, School Counseling Practicum and Internship Coordinator, and School Counseling Program Director. This letter must include concrete and detailed documentation of the emergency (e.g. physician's note, police report, jury duty/court documentation, documentation for an immediate family member's illness, injury or death, etc.).

Such an emergency absence, if approved by the instructor, Practicum and Internship Coordinator, and Program Director, will be excused ONCE during the semester. Two absences from group supervision, for any reason, will result in failure of the course. In addition, please note that failure to attend any or part of the group supervision sessions via Zoom without the aforementioned written documentation will lead to the failure of the course. Arriving to class at minimum, 15 minutes late or exiting class at least 15 minutes early will count as an absence and will require official written documentation. In addition, failure to submit any assignments in this course will result in automatic failure of the course.

If a supervision session is missed due to an emergency and the student receives approval to stay enrolled in the course, she/he will need to submit a makeup 3-5 paged research paper to make up for the time lost in supervision. This paper will be submitted to and graded by the course instructor. Failure to submit this makeup paper by the instructor's specified timeline will result in failure of the course.

Please note that technical or internet/wifi difficulties are not considered an emergency. Please work in advance to make sure that you have reliable internet and are able to access the Zoom room prior to the start of group supervision each week.

D. Faculty Supervisor Role and Responsibilities

The Counseling faculty will collaborate with school counseling sites and site supervisors to ensure students' practicum/internship experiences are appropriate and provide effective learning experiences to develop counseling skills and professional behaviors to become competent counseling professionals. Although site supervisors significantly contribute to student development, ultimately the School Counseling faculty is responsible for ensuring students are afforded quality learning opportunities. Therefore, faculty supervisors will be actively involved in overseeing the students' experiences during school counseling site placements. The faculty supervisor is responsible for the following (CACREP, 2016):

1. Review student's Practicum/Internship Site Contract and goals to be pursued at the site.
2. Provide weekly one and a half hours (average) group supervision class.
3. Evaluate and provide formative feedback on students' counseling skills observed through counseling videos.
4. Discuss students' concerns, review ethical issues and relevant codes, and facilitate student awareness of cultural/social diversity counseling issues.
5. Promote the development of appropriate techniques/interventions consistent with the student's theoretical orientation.
6. Complete summative evaluations of the student's overall performance and progress at the end of the semester.
7. Maintain regular and ongoing contact with the site supervisor to collaborate/offer support to ensure ongoing quality professional practice learning experiences for the student, to obtain updates on the student's performance, and to identify the student's areas of need for continued growth.
8. Monitor and track students' accumulation of direct/indirect service hours.
9. Mediate issues between student and site supervisor as needed.
10. Uphold ethical role as professional gatekeeper to initiate remediation plans as necessary and to prevent students that are lacking in professional competence from becoming school counselors.
11. Award final course grades considering the student's demonstrated counseling skills and professional behaviors. The site supervisor's evaluation of the student will contribute to this final assessment.
12. Notify site supervisor of a student's inability to complete a school counseling site placement if the student is incapacitated and unable to provide this notification. Submit student evaluations and hours logs to the SCPIC at the end of the semester.
13. In accordance with the *CACREP Standards* (2016), faculty supervisors have relevant counseling experience, professional credentials, and counseling supervision training and experience. Because the School Counseling faculty provide group supervision to students enrolled in practicum and internship courses, the faculty: student ratio will not exceed 1:12.

E. Site Supervisor Role and Responsibilities

The site supervisor will serve as mentor, consultant, supervisor, and evaluator for students during their practicum/internship professional practice experiences. While the student is on-site, the site supervisor is responsible for the student and for the welfare of the students with whom the student is providing direct services. The site supervisor holds a crucial role in the development of a student's counseling skills and is responsible for the following (ACES, 2011):

1. Complete Practicum/Internship Site Contract, Affiliation Agreement, submit license/certification and site-specific learning goals in collaboration with the student.
2. Negotiate a work schedule with the student that includes adequate opportunities for the student to meet practicum/internship hours requirement.
3. Provide the student with adequate workspace and access to supplies/equipment.
4. Orient the student to the site, provide introductions to key professionals and staff, and coordinate any site-specific training requirements.
5. Familiarize the student with the organization's mission, goals, policies, practices, and emergency procedures.
6. Arrange for the student to observe counseling activities and duties before performing them.
7. Assign the student students who appropriately challenge the student yet do not exceed his/her skill level and provide opportunities for the student to lead/co-lead a group session appropriate for his/her skill level.
8. Ensure the student has opportunities to video record student sessions.
9. Monitor the student's activities and intercede whenever necessary.
10. Coordinate counseling-related learning opportunities that contribute to the development of counseling skills, professional dispositions, and the student's identity as a professional counselor.
11. Provide opportunities for the student to become familiar with technological resources and tools.
12. Provide weekly one-hour individual supervision sessions to the student providing ongoing formative evaluation and feedback of the student's counseling skills and professional development.
13. Promote the development of appropriate techniques/interventions consistent with the student's theoretical orientation.
14. Complete a final evaluation of the student and review results with the student via Tevera.
15. Complete an evaluation of the School Counseling Program at the end of the semester.
16. Promptly report concerns and/or incidents to the faculty supervisor.

Section IV: Selecting a School Counseling Site

Students who intend to enroll in a practicum or internship course should begin the site-selection process well in advance and are required to submit **all** practicum/internship documentation to the Tevera by the due date.

For spring semester practicums and internships, the due date is December 1st. For fall semester, the due date is May 1st.

A. Process Overview

While students are responsible for seeking school counseling placements, counselors-in-training are encouraged to select a school counseling site carefully, based on professional goals, interests, abilities, and skills.

1. Upon enrolling in the MSE School Counseling Program students should begin considering potential school counseling sites.
2. Students must complete, obtain signatures and submit **all** Practicum/Internship documentation via Tevera by the following due dates:
 - a. For spring semester practicums and internships, the due date is **December 1st**.
 - b. For fall semester, the due date is **May 1st**.
3. The following documentation should be completed via Tevera by the semester deadline:
 - **Field Experience Application** (completed and signed by the student and SCPIC)
 - **Student Responsibility Form** (signed by the student)
 - **Proof of Unexpired ASCA Liability Insurance** (uploaded by the student)
 - **Site Contract** (completed and signed by the student and site supervisor)
 - **Affiliation Agreement** (completed and signed by affiliate and SCPIC)
 - **Copy of Unexpired Site Supervisor License/Certification** (Upload by Site Supervisor)
 - **Site Supervisor Information Form** (completed by the site supervisor)

The student and site supervisor should retain copies of practicum/internship documentation. If a student fails to submit documentation at the appropriate time, he or she will be considered for the practicum/internship course within the following semester.

B. Site Eligibility Criteria

The SCPIC will ensure a current Affiliation Agreement exists between the Counseling Program and the school counseling site. Eligible school counseling sites agree to provide students the following opportunities and support (CACREP, 2016):

1. Provide the practicum or internship student with opportunities to perform individual and group counseling sessions.
2. Provide the practicum or internship student with opportunities to “lead or co-lead a counseling or psychoeducational group” (p. 14).

3. Provide the practicum or internship student with weekly supervision by a qualified supervisor.
4. Allow appropriate video recording of counseling session for use in supervision including faculty led group supervision. Additionally, live supervision by university faculty may be requested as needed.
5. Agree to sign a Practicum/Internship Site Contract in collaboration with the student (See Appendix B).

C. Site Supervisor Eligibility Criteria

Site supervisors must be pre-approved by the SCPIC and must meet the following qualifications (CACREP, 2016):

1. Hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including relevant certifications and/or licenses.
2. Have a minimum of two years of relevant professional experience as a professional school counselor (licensed professional counselor within the role of school-based mental health counselor is acceptable).
3. Is currently employed as a school counselor (licensed professional counselor within the role of school-based mental health counselor is acceptable).
4. Have knowledge of the School Counseling Program's expectations, requirements, and evaluation procedures for students.
5. Must be employed at the student's field experience site in order to provide supervision. This does not apply to students who are employed as full-time school counselors and are the only school counselors within their building (these students may obtain supervision remotely if there isn't another school counselor on-site that meets the criteria within this section).
6. Complete relevant training in counseling supervision. The School Counseling Program offers ongoing virtual training sessions for site supervisors upon student registration for the course.

In addition, the site supervisor must agree to act as the student's supervisor for the duration of the student's practicum or internship experience, coordinating and overseeing student activities and access to students in the school. The site supervisor must also agree to provide one-hour individual/triadic supervision to the student each week during the professional practice experience.

Section V: Practicum

Counseling Practicum (COUN 6213) is the first counseling experience students will encounter through the School Counseling Program. According to the *CACREP Standards* (2016), PRACTICUM is “a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship” (p. 43). During the practicum experience, students will work with children and/or adolescents who represent the diversity of their community with the purpose of developing basic counseling skills and knowledge, professional dispositions, ethical behaviors and a personal counselor identity.

Basic Program Requirements

Students must complete the supervised practicum experience over a full semester (no less than 10-weeks). Each student’s practicum includes all of the following (CACREP, 2016):

1. Documentation that students have professional liability insurance prior to beginning practicum and throughout the practicum experience.
2. At least 100 clock hours at the practicum site during which students have opportunities to become familiar with a variety of professional activities and resources, including technological resources.
3. At least “40 clock hours of direct service with actual clients [students] that contributes to the development of counseling skills” (p. 14); the remaining hours may be indirect service hours.
4. Documentation of all practicum activities on the appropriate professional practice hours log form signed by the student and the site supervisor to be submitted weekly to the faculty supervisor.
5. Video recordings for use in supervision, or live supervision, of the school counseling student’s counseling sessions with students in the school.
6. Evaluation of the student’s counseling performance throughout the practicum, including documentation of formal summative evaluations at both the midterm and at the end of the practicum.
7. “In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group” (p. 14).

Section VI: Internship

Internship I (COUN 6223) and Internship II (COUN 6233) follow the Counseling Practicum (COUN 6213) course. These two courses comprise the second and third professional practice field experiences respectively. Students must successfully complete Internship I before enrolling in Internship II. Moreover, a student may not be enrolled in both Internship I and II at the same time. According to the *CACREP Standards* (2016), INTERNSHIP is “a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives” (p. 42). During the internship experience, students will work with students who represent the diversity of their community with the intended purpose of refining and enhancing basic counseling knowledge and competencies, developing an authentic personal theoretical foundation, improving ethical decision-making skills, and increasing their professional dispositions and counselor identity.

Basic Program Requirements

Students must complete two (2) supervised internship experiences, each over a full semester (no less than 10-weeks). Each internship includes all of the following (CACREP, 2016):

1. Documentation that students have professional liability insurance prior to beginning internship and throughout the internship experience.
2. At least 300 clock hours at the school counseling site during which students have opportunities to become familiar with a variety of professional activities and resources, including technological resources. Note: Upon conclusion of the two internship experiences, students must accumulate a minimum of 600 total clock hours combined.
3. At least 120 clock hours of direct service with actual students that contributes to the development of counseling skills; the remaining hours may be indirect service hours. Note: Upon conclusion of the two internship experiences, students must accumulate a minimum of 240 total direct clock hours combined.
4. Documentation of all internship activities on the appropriate professional practice log form signed by the student and the site supervisor to be submitted weekly to the faculty supervisor.
5. Video recordings for use in supervision, or live supervision, of the student’s counseling sessions with students in the school site.
6. Evaluation of the student’s counseling performance throughout each internship, including documentation of formal summative evaluations at the midterms and conclusions of each internship.
7. “In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group” (p. 14).

8. Engage in an experiential activity that allows a combination of field experiences across educational levels (e.g. an elementary school practicum student to shadow a high school counselor during classroom instruction).

Section VII: Supervision Requirements

During each professional practice experience, students will receive supervision in multiple ways. Students are expected to consistently attend individual and group supervision, arrive prepared to participate in the supervision dialogue, identify specific issues/concerns they want to address, bring video recordings if requested, be prepared to accept and utilize the feedback provided, and leave the session with a plan of action. Students are required to participate in the following supervision activities for each professional practice course (CACREP, 2016):

1. One hour per week of individual or triadic supervision provided by a site supervisor.
2. One and a half hours per week of group supervision (average) provided by a faculty member, or appointed adjunct instructor.

Supervisory Relationships

The supervisory relationship is the foundation for effective supervision and students' professional development. This relationship requires trust, emotional intelligence and maturity, flexibility, humility, and openness (ACES, 2011). Supervision helps developing counselors apply theories and counseling skills in their work with students in schools. Students present their professional practice experiences in supervision to increase their self-awareness, case conceptualization, and self-evaluation. Students are expected to attend all scheduled supervision sessions, arrive on time, and focus on the supervision process (i.e. turn cell phones off). Students are expected to be prepared for supervision by listening to counseling recordings, identifying counseling strengths and weaknesses, and requesting specific help from the supervisor. Further, students are expected to accept feedback and integrate recommendations into their school counseling work and/or professional dispositions as advised.

The role of site supervisors includes teaching, consulting, and mentoring. Supervisors should consider the student's developmental level when determining what to address during supervision and how to effectively promote student learning. Supervisors should seek to be self-aware and sensitive to diversity issues that might influence the supervisory relationship. Supervisors should aim to create safe environments for student development and understand that resistance can be a normal part of growth. Resistance occurs for many reasons including anxiety, fear, self-doubt, shame, or individuation. Resistance may result from instances of transference or parallel-processes that arise during supervision. The supervisor can use these moments to help the student reflect on the student-counselor relationship while exploring the dynamics of the student-supervisor relationship. The supervisor must assess the student's developmental level and ability for personal insight and adapt teaching interventions accordingly (ACES, 2011).

There are necessary boundaries and unavoidable inequalities in the supervisor-student relationship since the supervisor evaluates the students' counseling skills and professional development. In fact, supervisors are ethically bound to "avoid multiple roles or dual relationships with the supervisee that may negatively influence the supervisee or the supervisory relationship." according to *ACES Best Practices* (2011, p. 8). In addition, the supervisor is a gatekeeper for the profession ensuring that developing counselors are

prepared to provide quality care to students. The supervisor is ultimately responsible for ensuring the student's welfare (ACES, 2011).

Section VIII: Accumulating Professional Practice Hours

A. Timeframe for Professional Practice Experiences

Students may not begin acquiring hours toward their practicum or internship prior to the first day of the semester, and they must complete their professional practice experiences no later than the last day of the semester. In instances where a student is expected to complete site-required training before beginning work at a school counseling site and that training is scheduled before the first day of the semester, the student may attend the required training but may not include this time in their professional practice hours. In instances when a student is expected to attend such site-required training prior to the first day of class, the site supervisor will assume responsibility of the student. The professional liability insurance students are required to obtain covers counseling activities performed only during the semester in which the school students are enrolled in school sponsored practicum and internship courses and receiving faculty supervision; It does not cover any paid work activities.

B. Direct Hours

Practicum students must acquire 100 clock hours during their professional practice experience of which 40 clock hours must be “direct services with actual clients [students] that contributes to the development of counseling skills” (CACREP, 2016, p. 14). For each of the two internships, students must acquire 300 clock hours of which 120 clock hours must be direct services with actual students that contributes to the development of counseling skills. Note, by the conclusion of the student’s two internship courses, he or she must acquire at least 240 clock hours of direct service with students, in addition to the 40 clock hours accumulated during practicum. Direct hours require more than spending time with a student. Direct hours involve activities that facilitate student change through therapeutic or psychoeducational activities and are generally associated with a student’s goals. Specifically, the *CACREP Standards* (2016) describe direct service hours as “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.” (p. 40). Consultation may be considered direct service when the consultation is about a specific student and is conducted with the student, parent, legal guardian, physician, teacher, case manager, or other pertinent professional involved in the student’s service delivery. Lastly, although co-facilitating group sessions or individual sessions may be considered direct service, observing others provide counseling or related services may NOT be counted as direct service.

C. Indirect Hours

There is no minimum requirement for indirect hours during practicum or internship; rather, the balance of required clock hours that are not identified as direct service may be considered indirect clock hours as long as the student is engaged in activities expected of a counseling professional. In other words, students should not be engaged in activities that are typically assigned to paraprofessionals or administrative staff as this does not contribute to their counseling skills and professional development. Therefore, the work students perform to acquire indirect hours must be planned thoughtfully so they have ample opportunity to

become familiar with a variety of professional activities and resources, including technological resources. Indirect hours should contribute to students' professional development, enhance their identity as counselors, familiarize them with administrative duties and record keeping (e.g. case notes, treatment plans/updates, electronic documentation), and contribute to their ability to participate effectively on interdisciplinary teams and with other professionals (e.g. staff meetings, treatment team meetings). Indirect activities may also include research and planning for group activities, workshops or seminars, student file reviews, and research related to students' diagnoses, medications or treatment interventions. Supervision and consultations with other professionals may also be considered indirect clock hours. Although observing other professional counselors provide counseling or related services can be beneficial during orientation, observation should represent only a small portion of a student's activities.

Section IX: Evaluations

Evaluation is an ongoing part of the student's practicum and internship experience. Formative evaluations are provided during supervision sessions with the site supervisor, the faculty supervisor, and during group supervision. Summative performance evaluations are completed by the site supervisor and the faculty supervisor at the midterm and the end of the semester. Performance evaluations assess students' professional behaviors and their clinical skills including process, conceptualization, and personalization skills. The site supervisor and the faculty supervisor will review each performance evaluation with the student. (See Appendix E for the Practicum/Internship Performance Evaluation form.)

Students will also have an opportunity to provide feedback through several evaluations completed at the end of each professional practice experience including the following: 1) evaluation of the site supervisor, 2) evaluation of the faculty supervisor, and 3) evaluation of the site. Prior to graduation, students completing Internship II will evaluate of the Counseling Program's effectiveness in preparing them to become professional counselors.

Section X: Professional Issues

The practicum and internship experiences represent students' first professional experiences in school settings with real students under the supervision of school-based practicing professional school counselors. For most students, this will be their first opportunity to demonstrate the professional skills expected of practicing counselors. Consequently, students will likely encounter professional issues that are new to them. The mentorship, support, and guidance of professional school counselors and supervisors is crucial to the preparation and development of students to successfully address and respond to various professional issues. Students are advised to seek consultation and support from site and faculty supervisors whenever needed.

A. Confidentiality

Practicum and internship students are required to follow *ASCA's Ethical Standards for School Counselors* (2016), which requires school counselors to maintain a student's confidentiality except under specific and extreme circumstances. Students must protect students' identities to the greatest degree possible, be knowledgeable of the school counseling site's practices regarding confidentiality, understand the limits of confidentiality, and properly inform the student about these rights. Students must address confidentiality in several ways.

1. **Supervision** – At the onset of the counselor-student relationship, school counseling students must inform students of their practicum or internship status and explain the limits this creates for confidentiality. Students have a right to be informed that student-counselors will discuss cases with their site supervisors, faculty supervisors, and during group supervision for educational purposes (ASCA, 2016). Site supervisors will instruct students on the management of confidentiality at the site and during on-site supervision. During group supervision, students must present professional practice cases for review and discussion but should extract information that might clearly identify a student. Pseudonyms should be used during group and faculty supervision sessions to conceal each student's identity.
2. **Individual counseling** – Again, school counseling students are required to inform students of their practicum or internship status and inform students of the limitations to confidentiality. There may be instances when the law mandates confidentiality be breached. For example, it may be necessary to release a student's confidential information in response to a subpoena, reported or suspected abuse of a minor child or vulnerable adult, or a student's threat of harm to self or others (ASCA, 2016). Although students' names may remain confidential during supervision, other information will be shared with the site supervisor, the faculty supervisor, and fellow counselors-in-training. Student information that is shared during supervision is done so for educational purposes to promote the development of students' professional practice skills. Supervisors are obligated to protect student confidentiality and monitor the school counseling student's counseling performance to ensure student welfare (ACES, 2011). In an effort to conceal a student's identity, school counseling students are instructed to use pseudonyms and extract identifying information when discussing cases with faculty supervisors and during group supervision.

3. **Group counseling** – Confidentiality during group counseling presents unique challenges since the school counselor cannot assure students that information will remain confidential. Students should ask site supervisors for guidance on addressing confidentiality during group counseling. In general, student-counselors should encourage group participants to maintain the confidentiality of the group but also inform members that confidentiality cannot be assured. When facilitating or co-facilitating group sessions, school counseling students must inform students at their site of their practicum or internship status and the limitations this presents to confidentiality (ACES, 2011). In addition, students should conceal information that clearly identifies a student when discussing cases in group supervision or individual supervision with the faculty supervisor.

B. Informed Consent

Before students initiate a counseling relationship, they must inform every student of limits to confidentiality, their status as a counselor-in-training, and any site-specific information which the site supervisor has provided (ASCA, 2016; ACES, 2011). Students must also secure the student's parent or guardian's written permission to video counseling sessions prior to recording. The parent/guardian is required to provide written consent to video record. Copies of written informed consent must be provided to the faculty supervisor when submitting video recordings for review. Students are instructed to retain the original Student Release Form in the student's file at the professional practice site; and on the copies submitted to faculty supervisors, students are instructed to mark-out students' names completely except for the first and last initials. (See Appendix C for Student Release Form.)

C. Video Recording

Recording individual student sessions is a required component of the practicum and internship experience. School counseling students are expected to video record student sessions weekly. Videos of counseling sessions will be reviewed during group supervision sessions with faculty and peers. Faculty use recorded sessions to evaluate students' counseling skills and to offer useful feedback. These videos also offer students opportunities to evaluate their own professional practice skills and peers benefit through vicarious learning of actual case studies of students in various school counseling settings.

Students must ensure they have access to video recording equipment. Students are also responsible for ensuring the quality of recordings are sufficient to allow viewers to see and hear the counseling session.

Additionally, students are instructed to obtain written parental/guardian consent prior to recording. MSE School Counseling Students are responsible for maintaining video recordings in a secure location at all times to protect student confidentiality. If using personal equipment for recordings, ensure the device is password protected. Students must destroy all counseling videos at the conclusion of the semester. Transferring video recordings to the device's trash bin is not adequate. Be sure to "empty" the trash bin and clear or purge the device of all recordings.

D. Emergency Procedures

Students must be familiar with the school counseling site's emergency procedures and policies and must follow these policies. Student must ensure they are adequately informed of

the procedures and that they fully understand what is expected of them in an emergency. In case of an emergency, students must notify their site supervisor as soon as possible. Once the emergency has been addressed and the situation is secure, contact the faculty supervisor in person, by email, or by phone to report the emergency.

E. Virtual School Counseling

For students who are placed at a site that is **not** typically 100% virtual, there may be circumstances under which a traditional brick and mortar site may transition to a virtual setting. **Students must be familiarize themselves with sections A.14. Technical and Digital Citizenship and A.15. Virtual/Distance School Counseling within the ASCA Ethical Standards for School Counselors (2016) when utilizing technology with P-12 students.** Additionally, students must be familiar with school site and district protocols and procedures related to Virtual Counseling and technology use. <https://www.schoolcounselor.org/school-counselors/legal-ethical/faqs-virtual-school-counseling-ethics>

F. Ethical Guidelines

Students admitted to the School Counseling Program are expected to adhere to *the American School Counselor Association's Ethical Standards for School Counselors* (ASCA, 2016) and use these codes as a guide for professional and ethical behavior. Ethical violations committed by a student can result in disciplinary actions including the student's dismissal from the program. The ASCA Ethical Standards for School Counselors can be accessed at <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>. In keeping with these ethical standards, it is imperative students understand that when they enter into a counseling relationship, they are entering into an agreement with a student to keep his/her welfare foremost. In addition, students are agreeing to provide counseling interventions most appropriate to address the student's concern, to treat the student with respect, to seek supervision or consultation when needed, to refer when appropriate, and not to exceed his/her level of competence. When ethical issues arise, students are advised to promptly consult with the site supervisor and the faculty supervisor.

G. Professional Liability Insurance

Students must obtain and maintain professional liability insurance throughout their practicum, Internship I, and Internship II experiences. The Counseling faculty strongly encourages students to become members of the American School Counselor Association (ASCA) and acquire automatic student insurance through this organization. Though liability insurance may be gained through other organizations or institutions, membership and liability insurance through a counseling organization provides insurance intended for counseling students. Students' professional liability insurance covers counseling activities performed only during the semester in which the students are enrolled in school sponsored practicum and internship courses and receiving faculty supervision. Student liability insurance does not cover any paid work activities. Students must provide proof of professional liability insurance to the SCPIC and the faculty supervisor each semester prior to the collection of any professional practice hours.

H. Professional Conduct

Students are expected to demonstrate behaviors that reflect the commitments, characteristics, values, beliefs, interpersonal functioning, and ethics of practicing professional counselors. The evaluation of students' professional behaviors include, but are not limited to, reliability,

initiative, collegiality, ethical behavior, responsibility, receptiveness to feedback, professional dress and demeanor, willingness to consult and defer to experienced personnel, and ability to maintain appropriate professional boundaries with students, peers and staff.

1. Reliability pertains to the student's ability to attend work/class as scheduled, arrive on time, complete assignments/paperwork in timely manner, and follow through on commitments.
2. Initiative pertains to the student's intentional pursuit of opportunities to learn and engage in new counseling-related experiences. Students should be proactive by anticipating and planning for upcoming events or potential problems.
3. Collegiality refers to the student's ability to get along with and work cooperatively with professional peers.
4. Ethical behavior refers to the student's ability to understand and comply with the *ASCA Ethical Standards for School Counselors (2016)* and the policies and procedures of the site and School Counseling Program.
5. Receptive to feedback refers to the student's ability to listen, accept and integrate feedback into his/her counseling skills and professional behaviors.
6. Professional dress/demeanor refers to the way students present themselves through dress, manner and attitude.
 - I. **Dress:** Student's should dress professionally but consider the school climate and environment when determining what clothing is appropriate. Students should ask the site supervisor about the site's dress code. Students can also observe other professionals at the site to determine what is considered acceptable dress. At a minimum, clothing should be neat, clean, free of stains or tears, and well-fitting. Clothing should be conservative and provide adequate coverage. (i.e. Think about how clothes fit/fall when seated or bending over.) Avoid wearing jeans or tee shirts until the site's dress code is clearly understood.
 - II. **Demeanor and attitude:** Students should demonstrate cordial, positive, open attitudes and a willingness to engage in new learning experiences. Although some unease is expected, behaviors that communicate anxiety, fear, resistance, timidity, or agitation can undermine your professional presentation. Similarly, behaviors that project passivity, indifference, aloofness, or malcontent are not acceptable.
7. Willingness to consult and defer to experienced personnel refers to the student's readiness to respect and accept the feedback, guidance, and direction offered by supervisors and other professionals. This requires students to understand their own limitations, to actively seek guidance when needed, and to be amendable to new ways of thinking.

8. Establishes appropriate boundaries with students, peers and staff refers to the ethical obligations students have to thoughtfully consider their professional relationships. When possible, dual relationships should be avoided. When it is not possible to avoid a dual relationship, the students should thoughtfully consider the power differential in the relationship, the purpose of the relationship, and the risks and benefits of the relationship. Students should discuss boundary issues with their supervisors. Although relationships are complex, practicum and internship students must adhere to the following relationship boundaries (ACES, 2011; ASCA, 2016):
 - i. The student-supervisor relationship is professional. Supervisors must avoid relationships with students that hinder their ability to remain objective. The supervisor attends to power issues with the supervisee to prevent harmful non-sexual and sexual relationships.
 - ii. The school counseling student-student (who she/he is counseling) relationship is professional. Students do not engage in counseling relationships with anyone who is a family member, friend, romantic partner, or family member of a romantic partner.

I. Cell Phone Etiquette

Although not part of the formal evaluation process, cell phone etiquette is an important part of students' professional presentation. Follow these tips for considerate and professional cell phone use.

- Turn your cell phone to silent when in meetings or counseling sessions.
- When in a counseling session, turn your phone off or on silent mode and stow out of site. If you need to monitor the time, use a watch or clock (unless the supervisor instructs otherwise).
- When interacting with students and other professionals, give them your full attention, even when receiving compelling text messages or emails.
- Take personal calls in private
- Do not engage in covert texting

J. Termination

Students are expected to fulfill agreements with professional practice sites and to work the full term of their contracts. If unexpected circumstances arise that may prevent the student from completing a professional practice experience, the issue should be discussed with the site supervisor and faculty supervisor before the student discontinues work at the site. If the situation cannot be rectified, the student will provide adequate notice to the site in order to appropriately end student relationships and make suitable referrals. If the student is incapacitated and unable to provide this notice, the faculty supervisor will contact the site supervisor to provide this notification. However, the site supervisor may immediately remove from the facility any student who poses an immediate threat or danger and promptly notifying the faculty supervisor.

K. Counseling Services

Due to school counseling students' exposure to student trauma and distress during practicum and internship, there may be times when painful personal psychological or emotional material is uncovered or reemerges. Students may also experience vicarious traumatization or compassion fatigue. Should students need assistance in dealing with these issues, please do not hesitate to contact the Arkansas State University Counseling Center (Campus location: Reng Student Union 2203; Telephone: (870) 972-2318; Website: <https://www.astate.edu/a/counseling-services/>). All students currently enrolled at Arkansas State University have access to distance counseling services and an *unlimited number of sessions at no cost*. Your faculty supervisor or faculty advisor can also provide referrals to community resources as well.

L. Resolving Problems and Professional Concerns

Counselors have an ethical obligation to resolve problems informally when possible. This requires open and honest dialogue between professionals. If students or supervisors encounter problems or concerns, they should communicate these concerns directly in a professional manner with the intention of resolving the issue. If an issue cannot be resolved through an informal approach, then formal address may be required, and the student or site supervisor may need to ask the faculty supervisor or SCPIC to intercede. Even when problems or concerns at the school counseling site are resolved, the site supervisor may decide to discuss the incident with the faculty supervisor so the information/guidance offered to students can be consistently reinforced. When the faculty and site supervisors work together, a more stable and safe learning environment is created for students. The following is a list of counseling faculty. Please do not hesitate to contact any member of the faculty as needed.

Section XI: Counseling Faculty

Kris Biondolillo, Ph.D.
Chair of Psychology and Counseling
Email: kdbiondo@astate.edu
Phone: (870) 972-3157

Rebekah Cole, Ph.D., LPC
Director of School Counseling Program
CACREP Liaison
Email: recole@astate.edu
Phone: (619) 296-8601

Taqueena Quintana, Ed.D., LPC, NCC, BC-TMH
Assistant Professor
School Counseling Practicum and Internship Coordinator (SCPIC)
Email: tquintana@astate.edu
Phone: (870) 972-3190

References

American School Counselor Association (2016). Ethical Standards for School Counselors.

Retrieved from

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Association for Counselor Education and Supervision (ACES) Taskforce on Best Practices in Clinical

Supervision. (2011, April). *Best practices in clinical supervision*. Retrieved from

http://www.acesonline.net/sites/default/files/ACES-Best-Practices-in-clinical-supervision-document-FINAL_0.pdf

Council of the Accreditation of Counseling and Related Educational Programs (2016). *CACREP*

standards. Retrieved from www.CACREP.org

Section XII: Additional Resources

Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.). Upper Saddle River, NJ: Pearson.

Borders, L. D. (2014). Best practices in clinical supervision: Another step in delineating effective supervision practice. *American Journal of Psychotherapy*, 68, 151-162.

Quintana, T.S. & Gooden-Alexis, S.E. (2020). *Making Supervision Work*. Alexandria, VA. American School Counselor Association.

APPENDIX

Index of Documents

The following documents are used throughout the practicum and internship experiences. The tables below identify the document title, purpose, deadline, and appendices. There are three (3) tables:

Table 1. STUDENT Documents

Table 2. SITE SUPERVISOR and/or FACULTY Documents

Table 3. SCPIC Documents

Table 1. STUDENT Documents

TITLE	PURPOSE	DEADLINE	Appendix
Practicum & Internship Application	Indicates student's intent to enroll in a practicum/internship course.	Submit to Tevera by the designated due dates. See pg.13	A
Practicum/Internship Site Contract	Student and Site Supervisor collaborate to identify the agreed upon practicum or internship professional practice activities and goals to be performed at the school counseling site.	Submit to Tevera by the designated due dates. See pg. 13	B
Parental/Guardian Release Form	Documents parent/guardian's written consent to video record student counseling sessions.	Submit to Tevera prior to or with each recorded counseling session.	C
Practicum/Internship Hourly Log	Documents student's direct and indirect professional practice activities during practicum or internship.	Obtain Site Supervisor's signature and submit to Tevera weekly. Submit signed final hours log with total hours by the last day of the semester to faculty Supervisor and to Tevera.	D
Practicum and Internship Final	The Faculty Supervisor and Site Supervisor evaluate	Site Supervisor is responsible for	E

Performance Evaluation	student's professional progress and review the evaluation with the student.	completing forms in Tevera in advance of designated due dates	
Practicum/Internship Site Evaluation Form	Students evaluate the site's effectiveness in providing opportunities for professional practice skill and professional development.	Due at the end of each professional practice course via Tevera on or before the last day of the course.	F
Supervisor Evaluation Form Site and Faculty Supervisor	Students evaluate the effectiveness of the site supervisor and faculty supervisor (complete one eval for each supervisor).	Due at the end of each professional practice course via Tevera on or before the last day of the course.	G

Student Responsibility Form	Identifies the agreement to follow policies and procedures within the handbook.	Submit to Tevera by the designated due dates. See pg.13.	L
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Pre-Graduation Counselor Preparedness and Job Placement Survey	Students completing Internship II will complete an evaluation of the School Counseling Programs overall effectiveness and will report on job placement and licensure activities.	Due at the end of Internship II on or before the last day of the course.	H

Table 2. SITE SUPERVISOR and/or FACULTY Documents

TITLE	PURPOSE	DEADLINE	Appendix
Practicum/Internship Performance Final Evaluation Form	Site Supervisors and Faculty Supervisors evaluate student's professional progress.	Due at the conclusion of each Professional practice course- Please submit to Tevera on or before the last day of the course. Student will provide forms to Site Supervisors as needed.	E
Arkansas State University School Counseling Site Supervisor Program Evaluation	Site Supervisors will evaluate the overall effectiveness of the School Counseling Program and the training/support provided to them during a student's professional practice experience.	Due at the end of each semester. Please submit to Tevera on or before the last day of the course.	I
Student Dispositions Evaluation	Faculty Supervisors and Instructors use to evaluate students overall academic progress and personal and professional dispositions.	Evaluated annually and as needed.	J

Table 3. SCPIC Documents

TITLE	PURPOSE	DEADLINE	Appendix
Professional Practice	Identifies an established	Submit to Tevera by the designated due dates. See pg.13. Must be	K

Practicum/Internship Affiliate Agreement	relationship between the School Counseling Program and School counseling sites that have agreed to provide professional practice experiences to the School Counseling Program's students.	reviewed and signed by SCPIC prior to registration.	
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Appendix A
Arkansas State University
Department of Psychology and Counseling
School Counseling Program

Practicum and Internship Application

*Application **must be fully** completed/**submitted by deadline** to be considered for placement.

Part 1: Student Information

SEMSTER (Check ONE)

☐ Fall

☐ Spring

COURSE (Check ONE)

☐ Counseling Practicum, COUN 6213

☐ Supervised Internship I, COUN 6223

☐ Supervised Internship II, COUN 6233

STUDENT NAME: _____ ID #: _____

Street and Number City State Zip

Home Telephone E-mail Alternate Phone Number

Preferred School Counseling Sites (Identify two sites in order of preference.)

#1 Site Name & Address

Site Supervisor Names, E-mail & Phone No.

Have you contacted this site? ☐ Yes ☐ No

If Yes, what was the outcome: _____

#2 Site Name & Address

Site Supervisor Names, E-mail & Phone No.

Have you contacted this site? ☐ Yes ☐ No

If Yes, what was the outcome: _____

Have you ever or do you currently work at either of these sites? ☐ Yes ☐ No

If yes, what is your work schedule? _____

Have you applied for professional liability insurance? ☐ Yes ☐ No

Student's signature _____ Date Submitted _____

Submit completed document by the designated due date to Tevera:

Dr. Taqueena Quintana, tquintana@astate.edu

Part 2: Student Readiness Review (completed by student's Faculty Advisor)

Faculty Advisor: _____ Student Applicant: _____

Academic Review:

1. For enrollment in Practicum, the student has successfully completed COUN 6213, with a grade of "B" or better.

For enrollment in Internship I, the student has successfully completed COUN 6213, with a grade of "B" or better and successfully completed the pre-comprehensive exam.

For enrollment in Internship II, the student has successfully completed COUN 6223 with a grade of "B" or better.

☐ Yes ☐ No Comments: _____

2. The student has successfully completed COUN 6113: Theories and Techniques in Counseling, with a grade of "B" or better.

☐ Yes ☐ No Comments: _____

3. The student has maintained a GPA of 3.0 or better and is in good standing with the program (i.e. is not under current remediation that would prevent professional practice advancement).

☐ Yes ☐ No Comments: _____

Personal and Professional Readiness:

Other than typical developmental needs, please identify any personal and/or professional issues, challenges, barriers, or concerns that might help the faculty supervisor develop appropriate goals and support plans for this student's professional growth during the professional practice experience.

Faculty signature indicates recommendation for enrollment in the following professional practice course:

☐ Counseling Practicum

☐ Internship I

☐ Internship II

Faculty Signature

Date

Part 3: SCPIC Review:

School Counseling Site #1: You may contact this site to schedule an interview.

☐ Yes

☐ No

School Counseling Site #2: You may contact this site to schedule an interview.

☐ Yes

☐ No

Comments: _____

SCPIC Signature & Date: _____

Appendix B
Arkansas State University - Department of Psychology and Counseling
MSE School Counseling
Practicum/Internship Site Contract

This contract is between _____, hereinafter called the Student, and _____ (school name), hereinafter referred to as the Professional Practice Site/Site Supervisor, with the approval of the Arkansas State University Department of Psychology and Counseling, hereinafter called the Department/Faculty Supervisor/School Counseling Practicum and Internship Coordinator (SCPIC). The purpose of this contract is to specify the terms of the professional practice experience that will exist between the Student and the School Counseling Site. The terms of the contract will be subject to modification and/or amendment only if all parties concur. The specific parties affiliated with this contract include:

1) Student (print): _____

2) Site Supervisor (print): _____

***SECTION #2 TO BE COMPLETED BY SITE SUPERVISOR.**

Job Title & Credentials: _____

Counseling/related degree(s): _____

Phone number & email: _____

Address (physical & mailing): _____

Number of years of experience as professional counselor (2-years required) _____

I am able to provide at least one hour per week of individual/triadic supervision to the student to which I agree to supervise. ☐ Yes ☐ No

I understand the MSE School Counseling Program's expectations, requirements, and evaluation procedures for which I am responsible during the student's school counseling placement. ☐ Yes ☐ No

As the designated School Counseling Site Supervisor, I attest to the following (**check all that apply**):

☐ I hold a current school counseling license.

☐ I have completed an advanced course in counselor supervision.

☐ Within the past 3 years, I have completed the orientation training for Site Supervisors offered by the School Counseling Department at Arkansas State University, and I am familiar with the expectations/requirements for the Student's practicum/internship experience.

3) Faculty Supervisor: _____

Phone number & email: _____

4) School Counseling Practicum and Internship Coordinator: Taqueena Quintana

Phone number & email: 870-972-3020 tquintana@astate.edu

I. Term: The term of this contract shall be for the period beginning on _____ and ending _____. Any party with written notification can terminate this contract after a discussion involving all parties (e.g. Student, Site Supervisor, Department/Faculty Supervisor/SCPIC). If the Student is resigning, a reasonable notification period is expected in order for the Student to appropriately terminate

on-going students and make referrals. Likewise, the School Counseling Site may request termination if a situation is warranted and all parties have been consulted regarding the situation. The student is expected to complete the required contact hours with students during the course of the semester (over a minimum period of 10 weeks). The majority of these direct service hours should be individual counseling; however, the Student is encouraged to lead or co-lead a counseling or psychoeducation group session. (A minimum of one experience as a group facilitator/co-facilitator is required during Practicum, Internship I, or Internship II.)

This contract reflects the requirements of the Student at one of the following sequential professional practice experiences (**CHECK ONE**):

- ☐ **PRACTICUM** – Student must complete a minimum of 100 clock hours of which 40 hours must be direct service with actual students that contributes to the development of counseling skills.
- ☐ **INTERNSHIP I** - Student must complete a minimum of 300 clock hours of which 120 hours must be direct service with actual students that contributes to the development of counseling skills.
- ☐ **INTERNSHIP II** - Student must complete a minimum of 300 clock hours of which 120 hours must be direct service with actual students that contributes to the development of counseling skills.

II. Video Recordings: To facilitate the Faculty Supervisor's supervision of the Student's professional practice experience, video recordings of the Student's counseling sessions are required (with the written consent by the parent/guardian). The Student's counseling videos will be reviewed by the Faculty Supervisor during the Group Supervision class with other practicum/internship students. All students are required to maintain student confidentiality. Once supervision feedback has been provided to the Student, videos will be erased/destroyed. The Site Supervisor may also review any videos and give feedback to the Student during on-site supervision.

III. Duties and Responsibilities: The goal of the practicum/internship professional practice experience is for the Student and School Counseling Site/Site Supervisor to work cooperatively to ensure the most appropriate learning experience for the Student. Ultimately, the goal is to provide training to equip the Student to become a competent counseling professional. Therefore, the majority of duties the Student performs will be similar to that of counseling professionals and include direct student services, such as individual/group counseling, and consultation with teachers, parents/guardians, and other professionals. The specific duties of each party are as follows:

- A. Department/Faculty Supervisor/SCPIC:** The Department will be actively involved in overseeing the students' experiences during school counseling site placements. The Department will provide an orientation of basic requirements and expectations to students entering practicum and internship courses. The Department will also provide Site Supervisors with an orientation of the expectations and requirements for the practicum and internship experiences. The SCSPIC will ensure students obtain professional liability insurance prior to beginning a site placement. The Faculty Supervisor will participate in supervision of the Student through weekly 1½ hour group supervision classes. During group supervision the Faculty Supervisor will evaluate and provide feedback on the Student's counseling skills observed through counseling videos, discuss Student concerns, review ethical issues and relevant codes, facilitate Student awareness of cultural/social diversity counseling issues, promote the development of appropriate techniques/interventions consistent with the Student's theoretical orientation, and evaluate the Student's overall performance and progress. The Faculty Supervisor will maintain ongoing contact with the Site Supervisor to collaborate/offer support to ensure ongoing quality

professional practice learning experiences for the Student and to obtain updates on the Student's performance. The Faculty Supervisor will notify the Site Supervisor of the Student's inability to complete a School Counseling Site placement if the Student is incapacitated and unable to provide this notification.

- B. Responsibilities of the Site Supervisor:** The Site Supervisor will serve as consultant, supervisor, and evaluator for the Student while the Student is on-site. The Site Supervisor will orient the Student to the facility site and coordinate any site-specific training requirements. The Site Supervisor will provide adequate opportunities for the Student to engage in direct student services as required of the professional practice experience including opportunities to video record student sessions. The Site Supervisor will coordinate other non-direct counseling-related learning opportunities for the student to develop counseling skills, professional dispositions, and identity as a school counselor including opportunities to become familiar with technological resources and tools. The Site Supervisor will provide a minimum of one-hour individual supervision sessions to the Student during each week of the professional practice experience. Additionally, the Site Supervisor will participate in the final evaluation of the Student.
- C. Responsibilities of the Practicum/Internship Student:** The Student is required to obtain and maintain professional counseling liability insurance during the school counseling professional practice experience. The Student is responsible for discharging assigned duties in a professional manner and for utilizing and responding to supervision appropriately. The Student is expected to follow all ethical (ASCA Ethical Standards for School Counselors, 2016) and legal codes of the profession. The Student is expected to follow all regulations, policies, and procedures of the School Counseling Site regarding the conduct of a practicum/internship student and to maintain confidentiality of all records and student information.

In addition, the Student shall be responsible for the following: (Work with Site Supervisor to develop additional goals to fit your site/school counseling experience! You may add goals as appropriate.)

1. Participate in weekly one-hour supervision sessions with Site Supervisor as scheduled.
2. Maintain accurate logs of required direct and indirect hours/activities during the professional practice experience to be reviewed and verified weekly by the Site Supervisor's signature.
3. Video record counseling session, with parent/guardian written consent, to be reviewed by Site Supervisor and/or Faculty Supervisor and/or Group Supervision class.
4. Provide individual counseling to students.
5. Lead/co-lead a therapy/psychoeducational group.
6. Become familiar with the technology resources used for case notes and treatment plans.
7. DEVELOP SITE-SPECIFIC GOAL
8. DEVELOP SITE-SPECIFIC GOAL
9. DEVELOP SITE-SPECIFIC GOAL
10. DEVELOP SITE-SPECIFIC GOAL

IV. Evaluation: The evaluation process will be formative and summative. The Site Supervisor will meet with the Student a minimum of one-hour weekly for individual supervision during which time formative evaluation and feedback will be provided to the Student to encourage the development of effective counseling skill, professional dispositions, and counselor identity. The Student will provide the appropriate final evaluation forms to the Site Supervisor for completion as required. The Site Supervisor should review the completed evaluation forms with the Student. In addition, the Site Supervisor will complete an evaluation of the Counseling Program at the end of the semester (form will be provided by the Student).

The Student will complete the following evaluation forms provided by the department and submit to the Faculty Supervisor prior to the end of the semester: 1) practicum/internship site evaluation form, 2) faculty supervisor evaluation form, 3) site supervisor evaluation form, 4) pre-grad job preparedness and job placement survey.

V. Copies of this Contract: One copy of this contract will be retained by the Student, one copy will be provided to the Site Supervisor, one copy will be provided to the Faculty Supervisor, and one copy will be provided to the SCPIC to be maintained in the Student's file.

VI. Addressing Concerns: In the unlikely event that a problematic situation occurs between the Site Supervisor and the Student that is difficult to resolve, either the Site Supervisor or the Student may contact the Faculty Supervisor or the SCPIC. In the case of an accident or emergency, either the Site Supervisor or the Student must promptly contact the Faculty Supervisor or the SCPIC. If the Student fails to abide by the School Counseling Site's rules and regulations, the *ASCA Ethical Standards for School Counselors* (2016), or does not comply with this signed contract, the Site Supervisor may report breaches to the Faculty Supervisor or CPIC. Formal documentation (by the Site Supervisor and/or Faculty Supervisor and/or SCPIC) indicating the Student's non-compliance will be retained in the Student's file at the Department.

The signatures below indicate consensus with the contract as outlined above.

Student Signature

Name (Print)

Date

Site Supervisor Signature

Name (Print)

Date

Appendix C

Parental Consent Form

Arkansas State University
School Counseling Program

I, _____, agree to allow my child to be counseled by, _____, a practicum/intern student in the School Counseling Program at Arkansas State University. I further understand that I will participate in counseling interviews that will be video recorded and reviewed by a university supervisor. I understand that I will be counseled by a graduate student who is participating in a supervised practicum/internship in counseling. I further understand that the student will be supervised by a faculty member and site supervisor. Recordings of counseling sessions are reviewed by supervisors for the purpose of evaluation of the practicum/intern student. In addition, brief segments may be played in the context of group supervision so that practicum/intern students may receive peer supervision and feedback. Videos will not be used for any purpose other than supervision. Videos will be destroyed after use in supervision.

I have been told that all of my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases, confidentiality is not allowed due to certain legal restrictions imposed by state laws.

Parent/Guardian signature

Date

Practicum/Intern Student's signature

Date

Appendix D

Arkansas State University: School Counseling Program

Professional Practice Hourly Log

Semester/Year: _____

Check Enrolled Courses: ☐ Practicum ☐ Internship I ☐ Internship II

Student: _____

Site: _____

Week of: _____

Site Supervisor: _____

Internship Activity: Direct Hours	Total # of Hours	Internship Activity: Indirect Hours	Total # of Hours
Co-Facilitation of Sessions		Observation	
Intakes/Screening		Staffing/Treatment Team Meetings	
Individual Counseling Adult		Documentation, case notes, treatment plan development/review, Paperwork	
Individual Counseling - Adolescent		Planning, support activities (i.e. preparation for group sessions)	
Individual Counseling - Child		Case related research	
Play Therapy		Advocacy, program evaluation activities	
Family Counseling		Professional development (training, seminars, workshops)	
Couples Counseling		Listening to your recordings or other sessions	
Career/ Academic Planning		Consultation with professionals	
Group with Adults		Other (explain):	
Group with Adolescents		TOTAL INDIRECT HOURS FOR THE WEEK	
Group with Children			
		Supervision with Site Supervisor	
Testing/Assessment		Supervision with Faculty Supervisor	
Psychoeducation/ Guidance		Group Supervision (class)	
Consultation (w/ parents, guardian, teacher, physician, case manager)			
Goal-directed Interventions		TOTAL SUPERVISION HOURS FOR THE WEEK	
Other (explain):			
TOTAL DIRECT HOURS FOR THE WEEK		TOTAL INDIRECT AND SUPERVISION HOURS FOR THE WEEK	
TOTAL DIRECT HOURS FOR THE SEMESTER TO DATE		TOTAL INDIRECT & SUPERVISION HOURS FOR THE SEMESTER TO DATE	

Signature of Student _____ Date _____

Signature & Credentials of Site Supervisor _____ Date _____

Appendix E

Arkansas State University
MSE School Counseling

Practicum/Intern Performance Evaluation

Student Name: _____ **Year/Semester: 20**____ ☐ **Fall** ☐ **Spring**

Faculty Supervisor: _____

I. Professional practice skills have three content areas, including process skills, conceptual skills and personalization skills. Process skills are essentially the skills and interventions a student might use in a counseling session. Conceptualization skills include the ability to understand the complexities of the student's issues and the ability to formulate effective strategies. Personalization skills refer to the student's ability to understand the dynamic between self and student that she/he is counseling.

Please use the following scale to rate the student's performance in each category.

- 1 = Unacceptable - Overall performance is detrimental to students and/or profession
- 2 = Below Average - Overall performance is less than expected for educational/developmental levels
- 3 = Average - Overall performance meets minimal requirements for educational/ developmental levels
- 4 = Above Average - Overall performance exceeds minimal requirements for educational/developmental levels
- 5 = Excellent - Overall performance demonstrates consistently advanced competencies for educational/developmental levels
- NA = Not Applicable/No Evidence

Process Skills

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Demonstration of empathy | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Reflection of feeling | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Reflection of thought or cognitions | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Paraphrases | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Open ended questions | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Interpretation | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Challenges/confrontation | 1 | 2 | 3 | 4 | 5 | NA |

Conceptualization Skills

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Understands social and cultural factors related to problem(s) | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Effective in developing immediate & long-term goals | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Can articulate theoretical rationale for interventions | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Is perceptive in evaluation of own interventions | 1 | 2 | 3 | 4 | 5 | NA |

5. Demonstrates ethical reasoning and judgment	1	2	3	4	5	NA
--	---	---	---	---	---	----

Personalization Skills

1. Is aware of own feelings in session	1	2	3	4	5	NA
2. Demonstrates commitment to professional development	1	2	3	4	5	NA
3. Accepts and uses constructive criticism	1	2	3	4	5	NA
4. Recognizes own values and implications regarding counseling	1	2	3	4	5	NA
5. Recognizes how own issues influences counseling relationship	1	2	3	4	5	NA
6. Recognizes own deficiencies and works to overcome them	1	2	3	4	5	NA

II. Professional behavior is critical regarding an internship/practicum student's future in the counseling profession. The ability to show characteristics such as reliability, initiative, attention to detail, humility, and collegiality are no less important than a student's ability to be an effective school counselor. In fact, they are likely closely related to one another.

1. Reliability (attendance, punctuality, records, etc.)	1	2	3	4	5	NA
2. Initiative (pursuit of opportunities, etc.)	1	2	3	4	5	NA
3. Collegiality (appropriate professional relationships)	1	2	3	4	5	NA
4. Ethical behavior	1	2	3	4	5	NA
5. Responsible behavior/attitude	1	2	3	4	5	NA
6. Receptive to feedback	1	2	3	4	5	NA
7. Professional dress/demeanor	1	2	3	4	5	NA
8. Willingness to consult and defer to experienced personnel	1	2	3	4	5	NA
9. Establishes appropriate boundaries with students, peers & staff	1	2	3	4	5	NA

III. Please check the following sentence that best describes your willingness to recommend this person for a professional position:

At this point in training, I would NOT recommend this person for a professional position._____

At this point in training, I would recommend this person with reservations._____

At this point in training, I would recommend this person without reservations._____

Please use this space to include any comments that you deem relevant regarding the student's performance, attitudes, or professional development.

Please indicate the professional practice course for which this evaluation is being completed and whether the evaluation is for the midterm or the final:

(check one) ☐ Practicum ☐ Internship I ☐ Internship II

(check one) ☐ Midterm ☐ Final Evaluation

Student Name: _____

Faculty Supervisor Signature: _____

Faculty Supervisor' PRINTED Name: _____

Date: _____

Appendix F Practicum/Internship Site Evaluation Form

(Check one) Practicum _____ Internship I _____ Internship II _____

Semester/Year: _____

Faculty Supervisor: _____

Site: _____

Date Completed: _____

Site Supervisor: _____

Directions: Circle the number that best describes your experience this semester at your SITE. Use the following rubric to evaluate each item:

1=Poor 2=Fair 3=Good 4=Outstanding NA=unseen/not applicable

1) Availability of supervisor beyond scheduled supervision times.

1 2 3 4 NA

2) Clarity of procedures, school policies, and critical paperwork.

1 2 3 4 NA

Opportunities to interact with other school counselors, faculty,
3) staff, and administrators.

1 2 3 4 NA

4) Opportunities to provide individual counseling sessions.

1 2 3 4 NA

5) Opportunities to provide group counseling sessions.

1 2 3 4 NA

6) Opportunities to attend staffing, staff training, and other professional meetings expected of professional school counselors.

1 2 3 4 NA

7) Opportunities for video recording or live supervision of
counseling sessions.

1 2 3 4 NA

8) Opportunities for co-facilitation of group or individual counseling sessions with other school counselors.

1 2 3 4 NA

9) Sufficient facilities to provide ethical counseling sessions.

1 2 3 4 NA

10) Student's overall impression of school
counseling setting.

1 2 3 4 NA

Additional Comments:

Appendix G

Semester/Year: _____ CHECK ONE: ☐ Practicum ☐ Internship I ☐ Internship II
Faculty Instructor: _____ Site: _____

Site Supervisor Evaluation Form

Name of supervisor being evaluated: _____ Date _____

Directions. Circle the number that best describes your experiences in supervision.

Use the following rubric to evaluate each item: 1=Poor 2=Fair 3=Good 4=Excellent.

1) The supervisor provides useful feedback regarding my skills and interventions.

1 2 3 4

2) The supervisor provides helpful suggestions and information related to student services.

1 2 3 4

3) The supervisor encourages exploration of appropriate techniques and skills for working with students.

1 2 3 4

The supervisor provides useful information regarding student case conceptualizations
4) and/or
diagnoses.

1 2 3 4

5) The supervisor helps me develop hypotheses regarding the student's central issues.

1 2 3 4

The supervisor helps me understand my feelings, thoughts, and behaviors toward the
6) student.

1 2 3 4

7) The supervisor helps me understand the feelings, thoughts, and behaviors of the student.

1 2 3 4

8) The supervisor encourages me to discuss my own strengths and weaknesses as they relate to my counseling.

1 2 3 4

9) The supervisor created a safe environment for me to explore my counseling abilities.

1 2 3 4

10) The supervisor helped me to establish appropriate goals and objectives for supervision.

1 2 3 4

11) Overall, I would rate my supervision as _____.

1 2 3 4

Appendix H
Arkansas State University Counseling Department
Pre-Graduation Counselor Preparedness and Job Placement Survey

The School Counseling Department at Arkansas State University is asking you to complete this survey in an effort to continuously evaluate the program's effectiveness in preparing students to become professional counselors. Your feedback helps the counseling faculty better understand the types of jobs graduates acquire and how well the program prepared students for these positions. Thank you in advance for your feedback.

I. Demographics (check all that apply):

- a. Gender: ☐ Male ☐ Female ☐ Transgender ☐ Other
- b. Race: ☐ African American/Black ☐ American Indian/Native Alaskan
☐ Asian/Pacific Island ☐ Caucasian/White
☐ Hispanic/Latino/Spanish American
☐ Multiracial ☐ Native Hawaiian/Pacific Islander
☐ Other (please specify) _____
- c. Semester Graduated: ☐ Spring ☐ Summer ☐ Fall
- d. Year Graduated: _____
- e. Preferred email address: _____

II. Employment (Check all that apply):

1. Have you secured a **school counseling-related position** following graduation?
☐ Yes ☐ No ☐ Unsure/Maybe
2. If you have NOT secured a counseling-related job, will you be seeking a **counseling-related position** following graduation?
☐ Yes ☐ No ☐ Unsure/Maybe
3. If you have secured a **counseling-related position** following graduation, what is the anticipated start date? _____
4. If you have secured a **counseling-related position**, what is your anticipated employment status?
☐ Employed part-time
☐ Employed part-time but will continue to seek full-time work
☐ Employed full-time
☐ Not sure
5. If you have secured a **counseling-related position**, how did you first learn of this job?
☐ Conference/convention contacts
☐ List serves
☐ School District website
☐ Personal contacts
☐ Practicum/internship
☐ Professional association
☐ Professional publication
☐ Social media
☐ University contacts
Other (specify): _____

6. If you have secured a **counseling-related position**, which of the following best describes your employer (check all that apply)?

- ☐ School
- ☐ Private for-profit mental health
- ☐ Public mental health agency
- ☐ Residential treatment facility
- ☐ Alcohol and Drug
- ☐ State agency
- ☐ Student development/student affairs/academic advising
- ☐ University/college counseling center
- ☐ University/college career counseling
- ☐ University/college faculty setting

Other (specify): _____

7. Have any of your professional practice placements (Practicum, Internship I, Internship II) led to any of the following? (check all that apply)

- ☐ Hiring
- ☐ Work reference
- ☐ Employment contacts
- ☐ Not applicable

III. Professional Development:

1. When do you anticipate taking the NCE? _____

2. When do you anticipate taking the Praxis II exam? _____

3. Check all professional counseling organizations in which you hold membership (check all that apply):

- ☐ American Counseling Association
- ☐ American School Counselor Association
- ☐ Your State's School Counseling Association (list): _____
- ☐ Arkansas Counseling Association
 - ☐ Arkansas Association of Children and Adolescent Counseling Division
 - ☐ Arkansas Counselor Educators and Supervisors Division
 - ☐ Arkansas Lesbian Gay Bisexual and Transsexual Issues in Counseling Division
 - ☐ Arkansas Licensed Counseling Association Division
 - ☐ Arkansas Multicultural Division
- ☐ Arkansas School Counseling Association
- ☐ CoGS - Counseling Graduate Students organization

Other (list): _____

IV: Academic Preparedness:

As you prepare to enter your professional counseling career, how well do you think the A-State Counseling Program has prepared you in the following areas? (Please respond to EACH of the eight learning domains.)

THE SCHOOL COUNSELING PROGRAM HELPED ME...	POORLY	NOT VERY WELL	AVERAGE	QUITE WELL	EXTREMELY WELL	*NA
1. Develop my identity as a professional school counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop my interpersonal skills with other professionals, students, families, and the community.						
3. Understand and follow the legal and ethical standards of the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognize the value of professional/supervision consultation and learn how to utilize this resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Develop awareness and multicultural competencies that impact student wellness and/or mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understand how human growth and development factors affect student functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify strategies and resources to facilitate students' career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Develop my basic counseling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify and implement my counseling practices from a theoretical orientation (e.g. person-centered, Adlerian, CBT, existentialism...).						
10. Recognize the value of wellness and prevention programs and learn how to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

utilize these programs.						
-------------------------	--	--	--	--	--	--

11. Develop knowledge to facilitate groups effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Understand my responsibilities regarding the ethical and culturally sensitive use of assessment and testing instruments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Utilize research and literature to identify best practices and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Understand my professional responsibilities to advocate on behalf of students and the profession and be engaged in service through leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Overall prepared me for the counselor profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*NA – Not applicable

1. What have been the best things about your classes/ program at Arkansas State University?

2. What changes, if any, would you recommend in your classes/program at Arkansas State University?

3. Would you recommend the Arkansas State University School Counseling Program to others?

☐ Yes

☐ No

☐ Maybe

The End!

Again, thank you for your feedback!

The information you have shared will guide the A-State counseling faculty as they strive to continuously improve the overall quality of the School Counseling program.

Appendix I

Arkansas State University School Counseling Site Supervisor Program Evaluation

The School Counseling Program at Arkansas State University is asking you to complete this survey in an effort to continuously evaluate the program's effectiveness in preparing students to become professional counselors. Your feedback as a site supervisor helps the counseling faculty better understand the professional employment training needs of students.

NOTE: The following **ratings reflect the overall performance of the A-State Counseling Department in the preparation of counseling students**; NOT the performance of any single student. Please respond to EACH of the following areas using this 5-point rating scale:

- 1 = (UA) Unacceptable - Overall students' performance is detrimental to students/profession
- 2 = (BA) Below average - Overall performance is less than expected for students' educational and developmental levels
- 3 = (A) Average - Overall performance meets minimal requirements for students' educational and developmental levels)
- 4 = (AA) Above Average - Overall performance slightly exceeds minimal requirements for students' educational and developmental levels)
- 5 = (E) Excellent - Overall performance well-exceeds minimal requirements for students' educational and developmental levels)
- N.A. = Not applicable/not observed

	OVERALL, THE A-STATE COUNSELING PROGRAM PREPARES STUDENTS TO...	UA	BA	A	AA	E	N.A.
1	Respect your organization's guidelines and policies	1	2	3	4	5	N.A.
2	Demonstrate professional work habits (e.g. punctuality, responsibility, timely completion of work tasks, appropriate dress for work site)	1	2	3	4	5	N.A.
3	Demonstrate ethical behaviors and maintain confidentiality	1	2	3	4	5	N.A.
4	Maintain effective/appropriate professional relationships with supervisor, peers, students, and family/community contacts as required for your site.	1	2	3	4	5	N.A.
5	Seek out supervision when needed and respond positively to implement feedback	1	2	3	4	5	N.A.
6	Complete documentation (case notes/treatment plans)	1	2	3	4	5	N.A.
7	Demonstrate counseling skills	1	2	3	4	5	N.A.
8	Conduct group counseling sessions	1	2	3	4	5	N.A.
9	Complete student assessments	1	2	3	4	5	N.A.
10	Conceptualize student concerns/problems	1	2	3	4	5	N.A.

11	Respond to human growth and development variables regarding your student population	1	2	3	4	5	N.A.
12	Understand and respond effectively to social and cultural factors related to your student population	1	2	3	4	5	N.A.
13	Select rational counseling interventions based on personal theoretical orientation	1	2	3	4	5	N.A.
14	Effectively initiate crisis and emergency responses	1	2	3	4	5	N.A.
	THE A-STATE FACULTY AND DEPARTMENT...						
15	Provide training opportunities to you regarding your role as a site supervisory for university counseling students	1	2	3	4	5	N.A.
16	Check-in with you periodically regarding the practicum and/or internship students throughout the semester	1	2	3	4	5	N.A.
17	Are available to offer you support with the practicum/ internship students as needed	1	2	3	4	5	N.A.
18	Request your input and evaluative feedback regarding students' performance and additional training needs	1	2	3	4	5	N.A.
19	Work collaboratively with you to improve the overall training experience for the department's counseling students	1	2	3	4	5	N.A.

20. What recommendations do you have to improve the overall quality of the A-State School Counseling Program?

21. What specific skills do you think students need to be better prepared to perform?

22. What additional supports and/or training would you like A-State to offer to site supervisors?

23. Please offer any additional input, feedback, or comments. We want to hear your ideas!

Completed by:

Company/Organization Name:

Date completed: _____

The End!

Thank you for your feedback!

The information you have shared will guide the A-State School Counseling faculty as they strive to continuously improve the overall quality of the School Counseling Program.

Appendix J
Counseling Program
Arkansas State University
Student Dispositions Evaluation

Student Name _____ Student ID # _____

Faculty/Supervisor Name _____ Date _____

Year in Program ☐First ☐Second ☐Third ☐Fourth or more

Supervisor's Relationship with Student: (Check one that applies)

Advisor ☐ University Faculty Supervisor ☐ Faculty ☐ Course: _____

Please indicate the score that most accurately represents an assessment of the student's dispositions. This must be reviewed with the student, and both student and faculty will sign the document. Students or faculty may supply additional comments in the space provided.

0 – Not observed

1 – Does not meet minimal professional expectations

2 – Rarely meets minimal professional expectations

3 – Often meets minimal professional expectations

4 – Consistently meets minimal professional expectations

5 – Exceeds all minimal professional expectations

ACADEMIC PERFORMANCE	0	1	2	3	4	5
Successfully completes academic course work required in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abides by academic policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates academic integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness to discover knowledge and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates fully in learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be Completed by the Student's Academic Advisor	GPA: _____					
Does the student have any final course grades of C or below? YES <input type="checkbox"/> NO <input type="checkbox"/>						
If yes, how many and for which courses? _____						
Comments:						
PROFESSIONAL DEVELOPMENT – COUNSELING SKILLS	0	1	2	3	4	5
Meets counseling skills requirements for developmental level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates empathy and understanding in a genuine manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provides unconditional acceptance of others and others' values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects the uniqueness and inherent worth of individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates confidence in others' potential for growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Practicum/Internship Evaluation attached as supportive documentation? YES <input type="checkbox"/> NO <input type="checkbox"/>						
Comments:						

PROFESSIONAL DEVELOPMENT – PROFESSIONAL BEHAVIOR AND DISPOSITIONS	0	1	2	3	4	5
Respect and adhere to all aspects of the American Counseling Association <i>Code of Ethics</i> (2014), the rules and regulations of the Arkansas Board of Examiners in Counseling, Arkansas Code Annotated § 17-27-101-313 et seq..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates multicultural competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates, cooperates, and relates with others in meaningful and positive ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks concretely and reasons abstractly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate expression of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts and makes use of feedback in supervisory and other experiences with faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives appropriate feedback to peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and maintains appropriate boundaries with students ⁸ , supervisors, and/or colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows initiative, motivation, and ability to work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is dependable in meeting professional expectations and obligations, including punctuality and adherence to deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates willingness to explore and accept personal responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

PERSONAL DEVELOPMENT	0	1	2	3	4	5
INTRINSIC DISPOSITIONS						
Is open to new and challenging ideas and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerates ambiguity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects a future-mindedness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits a high degree of patience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates creativity and the ability to think “outside the box.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates developmentally appropriate self-acceptance and self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shows maturity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is flexible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate expression of emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits personal courage, strength, and a willingness to be impacted by educational and professional practice experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELF-REFLECTIVE ABILITIES						
Exhibits self- and other- awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to appropriately perceive and manage impact on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to self-reflection and self-examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes personal and emotional limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SKILLS IN MANAGING PERSONAL WELLNESS AND LIFE						
Demonstrates emotional stability and personal security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate stress management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles frustration and conflict with a positive, future-minded attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and minimizes impact of personal impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

OVERALL RATING:

Does Not Meet
Expectations
☐

Needs
Improvement
☐

In Progress
Toward Goals
☐

Meets
Expectations
☐

Exceeds
Expectations
☐

**A student must score a 4 or above on all items to warrant an overall rating of "meets expectations." Any item scored as 3 warrants an overall rating no higher than "in progress toward goals." Any one item scored as 2 or below warrants an overall rating no higher than "needs improvement."*

Faculty member's signature

Date of conference with student

Appendix K

School Counseling Practicum/Internship Affiliate Agreement

Arkansas State University Department of Psychology & Counseling – School Counseling Program and _____

This agreement is between the Arkansas State University Department of Psychology and Counseling – School Counseling Program, hereinafter called the Program, and

_____, hereinafter referred to as the Affiliate.

1. **Purpose and goals** – The purpose of this Agreement is to provide professional practice experience to students enrolled in the A-State MSE School Counseling Program. The goal is for the Affiliate and Program to work cooperatively to ensure the most appropriate learning experience for students. Ultimately, the goal is to provide training to equip students to become competent counseling professionals. Consideration of this Agreement consist of mutual commitments as follows:
 - a. Monetary compensation shall neither be expected nor received by either the Program or the Affiliate.
 - b. The professional practice experience shall be provided at the Affiliate’s facility located at

- c. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Affiliate.
- d. The specific experiences to be provided to students will include opportunities to (check all that apply):

- ☐ Video record weekly counseling sessions (requirement)
- ☐ Conduct individual counseling sessions
- ☐ Conduct group counseling sessions
- ☐ Conduct intakes/assessments
- ☐ Consult with students/students’ guardians
- ☐ Other

(specify):

2. **Term** - The term of this agreement shall be for the period beginning on _____ and ending _____ (for a period of one to five years). Either party may terminate this Agreement upon giving 30 days written notice to the other party. Such termination shall have no effect on students receiving professional practice experience during the current academic term. Students shall be dismissed from participation in the School Counseling Program only after the appropriate disciplinary or academic policies and procedures of A-State and the Program have been followed. However, the Affiliate may immediately remove from the facility any student who poses an immediate threat or danger.

3. **Duties and Responsibilities** –The following duties shall be the specific responsibilities of the designated party (Program/Faculty or Affiliate). Although this agreement does not include a commitment from students, the expected responsibilities of students are

identified below. Site agreement forms developed between Affiliates and students will more fully identify the goals and expectations of individual students.

A. The Program/Faculty shall:

- i. provide orientation of basic requirements/expectations to students entering practicum and internship courses.
- ii. provide annual orientation and counselor supervision training to Affiliate supervisors.
- iii. ensure students obtain required professional liability insurance.
- iv. initiate regular contacts with Affiliate site supervisors to obtain updates on student performance.
- v. initiate regular contacts with Affiliates to collaborate/support Affiliate's efforts to ensure quality professional practice experiences for students.
- vi. provide 1.5 hours of weekly group supervision to students engaged in professional practice experiences.
- vii. mediate any problems that develop between the Affiliate and the student which cannot be resolved independently.
- viii. collaborate with Affiliate site supervisors to develop student remediation plans when appropriate.
- ix. notify an Affiliate of a student's inability to complete a field placement if the student is incapacitated and unable to provide this notification.

B. The Affiliate shall:

- i. provide an orientation to the facility for students beginning a practicum or internship experience.
- ii. scheduling facility-required training activities for students.
- iii. provide adequate opportunities for students to engage in direct student services as required of the professional practice experience as well as other activities to promote professional development and identity including access/use of technological resources.
- iv. ensure students have opportunities to video record counseling sessions for review during group supervision and individual supervision with Program faculty.
- v. be responsible for supervising students while present at the facility for professional practice experience to ensure the quality care and welfare of students for a minimum of one hour per week.
- vi. evaluate the performance of individual students as appropriate (final evaluations).
- vii. maintain a sufficient level of staff to carry out regular duties to ensure students are not expected/allowed to perform non-counseling services in lieu of staff employees.
- viii. notify the faculty supervisor promptly if a problem occurs.
- ix. maintain minimum requirements to meet qualification of site supervisors (master's degree in counseling or related field, hold relevant certifications/licenses, minimum of 2 years of experience in school counseling, knowledge

of the Program's expectations for students' professional practice experiences, and completed supervision training)

- x. permit Program faculty and authorities responsible for the Program's accreditation to inspect the Affiliate's school counseling site and services as necessary.

C. The Students will be expected to:

- i. complete a Practicum/Internship Agreement form with the Affiliate prior to the professional practice experience.
- ii. obtain and maintain professional liability insurance during the professional practice experience.
- iii. complete Affiliate site training as required.
- iv. comply with the policies, procedures, and regulations of the Affiliate during the professional practice experience.
- v. report to the facility for professional practice experiences as scheduled and expected.
- vi. complete assigned duties in a timely and professional manner.
- vii. maintain confidentiality of student records, information, and video recordings.
- viii. maintain and submit copies of weekly activity logs and obtain required supervisors' signatures.
- ix. complete and submit required professional practice experience evaluations/surveys.
- x. engage in ethical practices following the *ASCA Ethical Guidelines for School Counselors* (2016).

The signatures below indicate agreement between the designated School Affiliate and Arkansas State University Department of Psychology and Counseling – Counseling Program with the express intent of providing quality professional practice experiences, training, and supervision to students enrolled in practicum or internship counseling courses.

School Counseling Site Supervisor

Date

Dr. Taqueena Quintana, School Counseling Practicum and Internship Coordinator

Date

ARKANSAS STATE UNIVERSITY – COUNSELING PROGRAM

Appendix L

Student Responsibility Form

I understand that I am responsible for the information presented in the *School Counseling Program Professional Experience Handbook*. I will review these materials carefully. If I have questions concerning these materials, I will ask for clarification from my academic advisor, the School Counseling Practicum and Internship Coordinator, or my Practicum or Internship faculty supervisor. Signing this document indicates that I agree to abide by the policies and procedures described within the *Handbook*.

Signature _____ Date _____

Printed Name _____

(Signed form will be filed in student record.)