



SUFFOLK
UNIVERSITY

School Counseling Program Practicum Handbook

2011-2012

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INTRODUCTION

A full academic year practicum in area schools is an integral part of Suffolk University's School Counseling Program. It is during this time that students refine and further develop the competencies that are necessary for carrying out the roles and responsibilities of a professional school counselor.

Close working relationships between the university supervisor, field supervisor, and intern are the key elements in successful field experiences. Through such relationships, all parties - student, university supervisor, and field supervisor - grow professionally and personally.

We sincerely appreciate the willingness of our field supervisors to mentor our graduate students, share wisdom and experiences, engender skill development, and participate in their induction to the field of School Counseling.

STUDENT RESPONSIBILITIES

- Begin fieldwork as early as possible in the school year, under the supervision of a Professionally Certified Counselor.
- Spend a minimum of fifteen hours per week in the field placement for the entire academic year.
- Following a short period of observation and orientation, assume the responsibilities of a school counselor (as defined in the Guidelines for Field Supervisors).
- Establish weekly supervisory meetings with the field supervisor. These meetings are important for discussing issues that arise from discharging the responsibilities of a counselor, receiving feedback on your growth and skill development, and ensuring that the program requirements are being met through the practicum experience. **These meetings must total at least one hour per week.**
- Counseling notes of all counseling sessions, student, and parent contact will be kept by the student, and reviewed with the student during supervision with their site supervisor, university supervisor, and/or during group supervision. This will be accomplished by using the EZAnalyze TimeTracker or another approved alternative.
- Participate in evaluation of individual and/or group counseling experiences to share with the university supervisor, field supervisor, and fellow students. A minimum of three audiotapes with accompanying evaluations are required for the year. In addition, three evaluations will be conducted and appropriately documented by the site supervisor or other qualified personnel. (see Syllabi for exact requirements).
- Attend regularly scheduled evaluation meetings with the field and university supervisors. A minimum of three meetings per year are held and are scheduled at the convenience of the three parties. These meetings will occur in September or October, January or February, and April.
- Attend weekly group supervisory sessions (EHS 720,721: Practicum I, II) at the university and carry out the responsibilities defined in the syllabi for Practicum I and II.
- Attend individual supervisory sessions, as needed, with the university supervisor and/or a CAGS student for the purpose of reviewing and evaluating taped counseling sessions, and overall evaluation of counseling competencies.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- Coordinate the placement of interns in field settings, including direct contact with field supervisors to ensure that requirements are understood and can be met.
- Monitor the progress of interns through on-going contact with field supervisors and students.
- Schedule a minimum of three meetings per year with each field supervisor and student-counselor.
 - An introductory meeting is scheduled early in the fall semester to ensure that all parties understand the practicum arrangement, including the requirements.
 - Evaluation meetings are scheduled early in the spring semester and near the end of the academic year. Thus, input from the field supervisor, university supervisor, and student are assured for the evaluation of each student-counselor.
 - The University Supervisor will coordinate with the intern and supervisor to arrange for an observation of the intern while engaged in a counseling activity. This can be individual or group counseling, a classroom-based developmental guidance lesson, or some other activity approved by the University Supervisor.
- Conduct practicum group meetings regularly during the academic year.
- Conduct individual supervisory sessions during the course of the year, as needed.
- Provide final evaluation of each student-counselor, based on field supervisor feedback and course requirements.

FIELD SUPERVISOR RESPONSIBILITIES

A. Introduction

Interns will engage in a yearlong program of fieldwork and will work under the joint direction of a school counselor and a university supervisor. A detailed explanation of the role of the field supervisor is discussed in the following sections.

The development of particular competencies for licensure necessitates that certain experiences be present. Because of the differences among schools, these experiences will sometimes vary in degree from school to school, but it is the field supervisor's responsibility to provide the intern with the opportunity to participate in these required experiences. Of utmost importance is the opportunity to develop the intern's counseling skills.

By assisting the intern in arranging a diverse caseload, the supervisor provides him/her the opportunity to:

- Develop and perfect appropriate counseling skills
- Develop trusting relationships that encourage open communication
- Demonstrate respect for individual differences
- Develop and utilize techniques to help students define issues, develop strategies to resolve them, and implement these strategies

In order to provide for the development of additional competencies, the following list of experiences will be used as a guide for interns and supervisors (from Massachusetts State Department of Education Standards for Secondary School Counselors).

These standards are addressed in the School Counseling curriculum and are put into practice during the 450-hour (minimum), yearlong practicum.

The following is a list of the standards (603 CMR 7.11(2)(a)(2): Subject Matter Knowledge for School Guidance Counselor (5-12)), with possible means of implementation in parentheses

- Standard A: Familiarity with the Curriculum Frameworks, and their use in the advising responsibilities of the school counselor. (*Meet with department heads to discuss curriculum frameworks, developments, and changes as they apply to the counselor; become familiar with the school's program of studies and use it in working with students during the course selection process; use curriculum frameworks to develop/implement comprehensive developmental guidance curricula*).
- Standard B: Understanding and interpretation of MCAS and other academic test results to students, teachers, and parents (*Assist in the administration of MCAS, PSAT, SAT, etc; provide assistance to students, parents and others in the interpretation of such instruments; assist students in MCAS remediation process; participate in school improvement teams*).
- Standard C: Psychology of Learning (*counsel students as part of the case load, with a variety of learning styles; participate in the Chapter 504/766 process including evaluation, diagnosis, devising and implementing 504's/IEPs; participate in in-service programs and case consultations*).

FIELD SUPERVISOR RESPONSIBILITIES

- Standard D: Understanding the diagnosis and treatment of learning and behavior disorders (*counsel students, as part of the caseload, who have been diagnosed with learning/behavior disorders; participate in the Chapter 766, 504 and CHINS processes from start to finish; participate in in-service programs and case consultations*).
- Standard E: Theories of normal and abnormal intellectual, social and emotional development (*counsel students across the spectrum of intellectual, social, emotional development; participate in the Chapter 766 process; participate in in-service programs*).
- Standard F: Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence with secondary school students (*participate in group/developmental guidance programs involving these themes, whether part of the counselor's role or health educator's role; lead or co-lead counseling groups around these themes; counsel and participate in the referral and follow-up process, including the 51A process for students with these issues; attend in-service programs on these themes*).
- Standard G: Philosophy, principles, and practices in school guidance counseling (*participate in school and system-wide guidance department meetings; participate in back-to-school nights and presentations to student and parent groups on these topics, participate in relevant professional development opportunities*).
- Standard H: Federal, state, municipal, and school laws and regulations (*participate in 766, 504, CHINS, 51A and other processes, become familiar with school rules and regulations, and work with school personnel on issues involving these rules/regulations*).
- Standard I: Career Counseling (*counsel students regarding career concerns/issues, including the college counseling process; participate in career center activities including student orientation; participate in classroom career guidance activities; administer and score career inventories; become familiar with the computer software used in the career helping process*).
- Standard J: Resources within the school system or the community for referral (*meet with school adjustment counselors, school psychologists, special needs personnel and other specialists, learn their roles, and utilize the internal referral process, where appropriate; become familiar with outside referral sources and participate in that referral process with student-clients where appropriate*).
- Standard K: Knowledge of statistics, research design, and research in school counseling (*participate in research activities of the guidance department, including follow-up of graduates and measuring the effectiveness of the department's activities*).

FIELD SUPERVISOR RESPONSIBILITIES

- Standard L: Group counseling and group leadership (*participate as leader or co-leader in the group counseling process in its entirety from selection through termination; participate in developmental guidance/psychological education groups*).
- Standard M: Development of skills for consultation with parents, teachers and administrators (*consult with counselors, teachers, administrators and others in the school regarding issues that arise with students; consult with teachers and others regarding the development of preventative/proactive group programs; consult with parents regarding their concerns*).
- Standard N: College counseling and use of college and other post-secondary resource materials (*counsel students in all grades regarding post-high school planning; work with seniors through the entire college application/acceptance process; write recommendation letters; participate in college fairs, financial aid nights, information sessions*).

B. Recording

The intern will be expected to record with audio and/or video tapes at least three counseling sessions during the academic year. Each recording should contain a minimum of 20 minutes of interaction. They will be utilized in group supervisory sessions at the university and by the university supervisor for the purposes of providing feedback and evaluation of the intern's counseling skills. The field supervisor may also utilize them in supervisory sessions with the intern.

C. The Role of the Field Supervisor

1. **The challenge**

The supervising counselor in the cooperating school has primary responsibility for making the practicum a positive learning experience for the interns. His/her commitment to the program and interest in the needs of the intern can be one of the key factors in the experience for both the intern and cooperating school personnel.

The supervising counselor becomes a member of the teaching team and shares in the induction of the intern into the profession.

2. **Personal relations with intern**

- a. Respect the personal integrity of the intern.
- b. Accept the intern both as a student and as a fellow professional, and assist with integrating him/her into the greater school community.
- c. Establish and maintain a working relationship with the intern, and facilitate such relationships with other members of the department and the school community at large.

- d. Encourage the intern to express his/her own opinions and create an atmosphere conducive to discussing problems.
- e. Encourage the intern to make his/her own decisions, based on defensible standards rather than asking you to make decisions.
- f. Originate and suggest new ideas without dominating the intern's thoughts and actions.
- g. Take an empathetic interest in the intern's personal problems and be tactful and helpful in assisting him/her in the adjustment to personal issues, professional responsibilities and limitations.

3. Provision of opportunities for skill development

- a. Assist the intern in developing a caseload (a *minimum* of twenty-five students across the academic year) and arranging experiences throughout the school community.
- b. Provide suitable space for the intern to function independently, with access to space suitable for individual counseling sessions.
- c. Make a definite arrangement for the time, place and frequency of supervisory meetings (a minimum of one hour per week).
- d. Develop a system of evaluation and share your judgments with your intern during supervisory sessions.
- e. Encourage your intern to develop new ideas and put them into practice.
- f. Encourage your intern to use wide variety of procedures and techniques.
- g. Clarify the intern's relationship to the administration, teachers, students, and parents and give him/her an understanding of the channels of communication.
- h. Make a place for the intern in the professional life of the school staff.
- i. Develop a "team relationship" so that the intern feels he/she is a partner in the ongoing life of the school.
- j. Assist the intern in securing opportunities to discuss professional matters with the administration and other staff members.
- k. Refer the intern to sources of information, illustrative material, and agencies that offer personal and professional services, which he/she may need.
- l. The level of 'busy work' the intern engaged in should reflect the amount of time you spend engaged in similar tasks.

SUFFOLK UNIVERSITY
EHS 720: Practicum I

Tim Poynton, Carol Kerrissey

Fall, 2011

This course is variable credit, three or six credits. Students choosing to register for six credits must spend a minimum of 22.5 hours each week (300 hours each semester) at their practicum site, while students registered for three credits must spend a minimum of 15 hours each week (225 hours each semester) at their practicum site.

I. Objectives:

- Demonstrate the ability to establish effective counseling relationships with clients, individually and in groups.
- Demonstrate the ability to help clients work through and resolve their concerns.
- Demonstrate the ability to work effectively with a broad spectrum of clients—from diverse ethnic, racial, socioeconomic backgrounds, and those with special needs, with a broad spectrum of concerns and issues (including personal-social, career, college, etc).
- Demonstrate an understanding of clients' individual dynamics including developmental histories and issues.
- Demonstrate the ability to work effectively with all school “constituencies” including administrators, teachers, parents, and agencies as both consultant and consultee.
- Demonstrate **accurate** self-evaluation of counseling procedures and outcomes, an awareness of personal strengths and weaknesses and a willingness to accept feedback from others regarding counseling procedures and outcomes.
- Demonstrate a willingness to share with other group members personal concerns regarding the role of counselor, and to provide constructive feedback to others.

II. Evaluation:

- One audio or video tape of a counseling session (10%) to be turned in to the instructor for evaluation. Each recording should contain a minimum of 20 minutes of interaction, and be accompanied by a Taped Counseling Session Form (available electronically from <http://www.suffolk.edu/college/20298.html>), which should be typed. Grading is based on insight and reflection, particularly in the area of counseling skills employed.
- One counseling session evaluation (10%) will be completed by the site supervisor or other appropriate school staff (e.g., administrator, teacher). This evaluation will consist of the site supervisor (or qualified designee) observing the intern while engaged in individual counseling, group counseling, or comprehensive developmental guidance implementation. The observer must complete the Observer Evaluation Form contained in this Handbook, also available at <http://www.suffolk.edu/college/20298.html>.

SUFFOLK UNIVERSITY
EHS 720: Practicum I

- Formal case study presentation (20%). While ongoing discussion of the students you are seeing will occur weekly during supervision, you are expected to prepare a formal case presentation for the class, using the guidelines provided in this handbook. A sample conceptualization will be provided in class, and the case presentation will be graded based on the adherence to assignment guidelines, insight, and completeness.
- An “end of semester” self-evaluation (15%), focusing on strengths, personal growth and areas in which further development is needed, particularly in counseling skill related areas, elaborated in a 4-5 page double-spaced paper. Grading will be based on insight into strengths and challenges, coherence, and overall writing quality.
- Maintenance of a calendar/timesheet and counseling notes (15%). Using the EZAnalyze TimeTracker, keep track of how you spend your time and document counseling notes of counseling sessions to be reviewed with the student during supervision with their site supervisor, university supervisor, and/or during group supervision. Time spent in the following activities should be noted:
 - Observation
 - Individual Counseling
 - Group Counseling/Developmental Guidance Consultation, Coordination
 - Parents
 - Teachers
 - Administrators
 - Testing – MCAS, SAT
 - Referral: internal and external
 - Special needs involvement
- Attendance and participation (30%). Attendance is required at both the supervision meetings and practicum site. Supervision meeting attendance is imperative not only for your own professional growth, but also the growth of your classmates. If you miss more than one class, you are responsible for contacting the instructor, which may be provided at their discretion. Participation will be evaluated based on your contributions to class discussions, willingness to provide and receive feedback to classmates, and evidence of preparedness to discuss activities you engaged in each week, in addition to reports of attendance behavior by your field supervisor.
- **Assignments not submitted on time will result in a 10% reduction in grade.**

III Texts: Texts from the Interpersonal Skills Laboratory and Introduction to School Counseling courses.

IV Grading: Grades will be assigned using the following scale:

A = 96+ **A- = 92-95.99** **B+ = 87-91.99** **B = 83-86.99** **B- = 78-82.99**
Pattern continues...

SUFFOLK UNIVERSITY
EHS 721: Practicum II

Tim Poynton, Carol Kerrissey

Spring, 2012

This course is a continuation course, and must be done the semester immediately following EHS 720. You will notice that there are more requirements during the Spring semester. You are free to get a head start on the counseling session tapes/evaluations and the class presentation in the Fall semester if you would like.

This course is variable credit, three or six credits. Students choosing to register for six credits must spend a minimum of 22.5 hours each week (300 hours each semester) at their practicum site, while students registered for three credits must spend a minimum of 15 hours each week (225 hours each semester) at their practicum site.

I. Objectives:

Because students have been in their field placements for four months, the following objectives become particularly important during the Spring semester:

- Demonstrate the ability to help clients work through and resolve their concerns
- Demonstrate the ability to work effectively with a broad spectrum of clients with a broad spectrum of concerns and issues
- Demonstrate an understanding of clients' individual dynamics including developmental histories and issues

However, all objectives stated for the Fall Semester will continue to be stressed during the current semester, as students develop higher levels of functioning in the role of counselor.

II. Evaluation:

- Two audio/video tapes (20%) of individual counseling sessions with student-clients. Sessions will be evaluated on students' continued development of counseling skills, and ability to support students' development and implementation of action plans (same grading criteria as Fall). **Tapes must be completed by March 31st.**
 - Students participating in EHS 721 for six credits must complete THREE audio/video tapes.
- Two counseling session evaluations (10%) will be completed by the site supervisor or qualified designee. This evaluation will consist of the site supervisor observing the intern while engaged in individual counseling, group counseling, or comprehensive developmental guidance implementation (same grading criteria as Fall).
- On-going participation in the practicum supervision group/attendance (25%)
 - Focus is on issues that arise at the practicum sites regarding the roles of the counselor, and personal issues that arise for students in carrying out these roles.
 - Willingness to give and accept feedback regarding students' development

- as counselors.
- Punctual and regular attendance both at supervision and the placement.
- Preparedness to engage in the group supervision process.
- A formal case study presentation (10%) of a student with whom you have been working during the year. (same grading criteria as Fall)
 - Students participating in EHS 721 for six-credits must complete TWO formal case studies.
- Presentation Project. (5%) Make a poster or PowerPoint presentation for the class on an aspect of your practicum that is “unique,” and that others will benefit from and be able to use in their roles as professional school counselors. Examples: group counseling experiences, developmental guidance/ psychological education programs (dealing with such issues as substance abuse, sexual abuse, violence in schools, etc), or a research study. You will be strongly encouraged to submit a proposal to present a poster or presentation at the annual MASCA conference. Handouts need to be provided for each student in the class. Grading based on handout quality (e.g., enough information is contained to adequately summarize your project).
- Continuation of counseling notes and timesheet (10%) - same grading criteria as Fall
- End of the program self-evaluation. (10%) Using “accumulated material” from your portfolio, assess your growth and development as a person/counselor. How has your experience at Suffolk prepared you to be a school counselor? What areas do you feel you need to strengthen? (same grading criteria as Fall)
- University Supervisor Observation. (10%) The University Supervisor will coordinate with the intern and supervisor to arrange for an observation of the intern while engaged in a counseling activity. This can be individual or group counseling, a classroom-based developmental guidance lesson, or some other activity approved by the University Supervisor.
- Attendance and presentation at the MASCA Conference and workshops is not required, but strongly encouraged.
- **Assignments not submitted on time will result in a 10% reduction in grade.**

III Texts: Texts from the Interpersonal Skills Laboratory and Introduction to School Counseling courses.

IV Grading: Grades will be assigned using the following scale:

A = 96+ **A-** = 92-95.99 **B+** = 87-91.99 **B** = 83-86.99 **B-** = 78-82.99

Pattern continues...

Suffolk University
School Counseling Program

Intern Evaluation Form

NOTE: This form is provided in the Handbook for reference only. Download the file from <http://www.suffolk.edu/college/20298.html> for use.

Name of Intern: _____

Date Completed: _____ for FALL or SPRING (circle one)

Location of Placement: _____

Dates of Placement: _____ to _____

Hours per week (approx): _____ Total hours completed to date: _____

Name of Field Supervisor: _____

Directions: Circle the number which best describes the student counselor’s FREQUENCY of demonstration of the stated competency, and your EVALUATION of each competency for each standard using the provided rating scales. At the end of each standard section note how the competencies were observed and evaluated. **Please note that this instrument may assess more experiences than are available in your school – please indicate ‘not observed’ for these items, and leave your evaluation rating blank!** For example, counseling students on post-high school plans does not often occur during middle school.

Rating Scales:

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Evaluation: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

*** If a competency is not observed during Fall semester, please try to include as part of intern’s experiences during spring semester***

603 CMR 7.11(2)(a)(2): Subject Matter Knowledge for School Guidance Counselor (5-12)			
Standard A	Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor:	Frequency	Evaluation
	is familiar with the Curriculum Frameworks and their use in academic advising	1 2 3 4 5	1 2 3 4 5
	explains academic requirements and scheduling procedures clearly to students, parents and teachers	1 2 3 4 5	1 2 3 4 5
	Understands how classroom-based counseling work is or can be related to the Curriculum Frameworks	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Rating Scale: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Standard B	Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents:	Frequency	Evaluation
	interprets and effectively communicates MCAS test results to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
	interprets and effectively communicates college placement test results (e.g., PSAT, SAT, ACT) to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
	interprets and effectively communicates academic achievement, behavioral, intelligence, and/or other test results commonly used in special education assessment (e.g., WISC, WRAT) to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard C	Psychology of learning:	Frequency	Evaluation
	employs a counseling approach with students according to their learning style	1 2 3 4 5	1 2 3 4 5
	employs a counseling approach with students appropriate for their developmental level	1 2 3 4 5	1 2 3 4 5
	employs a counseling approach with students to address academic needs, in addition to social, emotional, or behavioral needs	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard D	Understanding of the diagnosis and treatment of learning and behavior disorders	Frequency	Evaluation
	understands the diagnosis and treatment of learning disorders, including accommodations and strategies for students in special and regular education contexts	1 2 3 4 5	1 2 3 4 5
	understands the diagnosis and treatment of behavior disorders, including accommodations and strategies for students in special and regular education contexts	1 2 3 4 5	1 2 3 4 5
	counsels/advises students with learning and/or behavior disorders to improve academic-related outcomes	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Rating Scale: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Standard E	Theories of normal and abnormal intellectual, social, and emotional development	Frequency	Evaluation
	applies knowledge of theories of development as they relate to normal and abnormal intellectual development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
	applies knowledge of theories of development as they relate to normal and abnormal social development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
	applies knowledge of theories of development as they relate to normal and abnormal emotional development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard F	Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.	Frequency	Evaluation
	participates in the development and/or implementation of guidance curricula to educate students about substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence	1 2 3 4 5	1 2 3 4 5
	facilitates conflict resolution among students to prevent further conflict	1 2 3 4 5	1 2 3 4 5
	counsels students who have experienced substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard G	Philosophy, principles and practices in school guidance counseling	Frequency	Evaluation
	demonstrates understanding of the Massachusetts Model for School Counseling Programs and/or the ASCA National Model	1 2 3 4 5	1 2 3 4 5
	manages their caseload appropriately, including scheduling appointments and follow up	1 2 3 4 5	1 2 3 4 5
	participates in the school's guidance department meetings	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Rating Scale: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Standard H	Federal, state, municipal, and school laws and regulations	Frequency	Evaluation
	understands the ethical standards that relate to a school counselor’s role/responsibilities, and acts in accordance with those principles	1 2 3 4 5	1 2 3 4 5
	understands the federal, state, local and school laws and regulations that relate to the counselor’s role/responsibilities, and acts in accordance with those laws and regulations (including 504, CHINS, 51A, FERPA policies and procedures)	1 2 3 4 5	1 2 3 4 5
	understands federal and state laws as they refer to special education	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard I	Career counseling	Frequency	Evaluation
	assists students in career exploration/post-high school planning using a variety of school resources (printed, computer-based or other)	1 2 3 4 5	1 2 3 4 5
	effectively counsels students on post high school plans through examining academic records, utilizing college and other post-secondary resource materials, and responding to their academic and personal concerns	1 2 3 4 5	1 2 3 4 5
	utilizes knowledge of career development theories when counseling/advising students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard J	Resources within the school system or the community for referral.	Frequency	Evaluation
	understands school’s policy and procedures regarding special needs referral and IEP process	1 2 3 4 5	1 2 3 4 5
	understands when it is necessary to refer students to others who are better able to assist them. (For example: the treatment of substance abuse, physical and sexual abuse, mental illness)	1 2 3 4 5	1 2 3 4 5
	communicates and consults effectively with referral sources within the school and community on behalf of students	1 2 3 4 5	1 2 3 4 5
	is aware of resources available in the community to foster positive development, address mental health and behavioral concerns, provide assistance to needy families (e.g., home heating programs, WIC, food pantry), and facilitate college access and success	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Rating Scale: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Standard K	Knowledge of statistics, research design, and research in guidance counseling	Frequency	Evaluation
	uses school-wide data to identify student needs	1 2 3 4 5	1 2 3 4 5
	establishes objectives and systematically evaluates the progress towards those objectives	1 2 3 4 5	1 2 3 4 5
	evaluates the effectiveness of school counseling activities (e.g., progress in individual counseling, lesson evaluation, or surveys of students regarding the counseling program)	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard L	Group counseling and group leadership	Frequency	Evaluation
	understands and participates in the group counseling selection process	1 2 3 4 5	1 2 3 4 5
	understands and participates in the group counseling process as a leader or co-leader	1 2 3 4 5	1 2 3 4 5
	participates in group guidance activities such as college fairs, career development, financial aid seminars, review of SAT, MCAS or other testing procedures	1 2 3 4 5	1 2 3 4 5
	leads/facilitates developmental guidance programs and activities such as college planning and preparation, high school survival for freshman, violence prevention, and peer helper training	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard M	Development of skills for consultation with parents, teachers, and administrators	Frequency	Evaluation
	uses appropriate consulting skills (listening, clarification action planning, etc) necessary for communicating effectively with parents, teachers, administrators, and fellow counselors	1 2 3 4 5	1 2 3 4 5
	interacts effectively and appropriately with parents	1 2 3 4 5	1 2 3 4 5
	relates well to teachers and administrators in the school, on behalf of students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Frequency: 1 –Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Rating Scale: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Standard N	College counseling and use of college and other post-secondary resource materials	Frequency	Evaluation
	understands the college application and financial aid process	1 2 3 4 5	1 2 3 4 5
	writes clear and concise recommendation letters	1 2 3 4 5	1 2 3 4 5
	applies knowledge of career development theory to facilitate the post high school transition	1 2 3 4 5	1 2 3 4 5
	understands and uses resources to facilitate the college selection and application process (e.g., Common Application, Naviance)	1 2 3 4 5	1 2 3 4 5
	understands and uses resources to secure financial aid opportunities (e.g., MEFA, FAFSA)	1 2 3 4 5	1 2 3 4 5
	counsels/advises students appropriately regarding the college application and selection process	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Recommendation and Rating

- Was student’s overall performance:
1 – Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 – Proficient 5 - Distinguished

Please explain (attach additional letter, if necessary):

- Please indicate the amount of time devoted to supervision of the student:
_____ Hours per week

Verification of Hours

The student has completed _____ practicum hours under the supervision of the site supervisor

The signatures below indicate that the evaluation and number of hours of the practicum experience are true and correct, and that this form has been reviewed and agreed upon by both the student and supervisor.

x _____
Supervisor Signature

x _____
Student Signature

Suffolk University
School Counseling Program

Formal Case Study Guidelines

The outline to be used is described below, and a sample case study will be provided in class. You can fill in the details using a “bulleted” format, or describe as a narrative. We will use this to explore a case you have in-depth from multiple perspectives.

Each member of our supervision group should have a copy of your presentation. You may bring your own copies, or email to the instructor 24 hours before class to have copies made.

1. Identifying information
 - Please use a fake name, and do not put in writing any information that might enable someone who sees this document to identify the client.*
2. Presenting problem
 - a. Reason for seeking services
 - b. Treatment history
 - c. Current problems and symptoms
3. Past history
 - a. Family history
 - b. Relationship history
 - c. Medical history
 - d. Substance abuse history
4. Mental status
 - a. Cognitive factors
 - b. Emotional factors
 - c. Behavioral factors
5. Conceptualization
 - a. Present your analysis of the student, **in light of a counseling theory** and your knowledge of education systems
6. Treatment plan
 - a. Short-term and long-term goals, related to a counseling theory and your knowledge of education systems
7. Supervision needs
 - a. What would you like to discuss with the supervision group?
 - b. What are the challenges for you, either now or in the future?

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School Counseling Program
Tape or Counseling Session Evaluation (Page 2 of 2)

8. What, if anything, would you change about this session if you could do it over?
-
-
-
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-
-
-
-
9. What would be the goals and objectives for your next session based on the results of this session?

Please rate how well each of the skills below were demonstrated in this session
(Individual or group counseling sessions only; do not complete this section for classroom-based lessons)

1. **Active listening Skills:** Ability to hear accurately what is said, and communicating that understanding effectively to all involved

1	2	3	4
None demonstrated	Most opportunities missed	Most opportunities captured	All opportunities captured

2. **Ability to recognize the issue/concern:** Diagnostic Skill – ability to see what the primary issue/concern is

1	2	3	4
None demonstrated	Most opportunities missed	Most opportunities captured	All opportunities captured

3. **Counseling moves in a purposeful direction:** The purpose and direction that are clear to all involved

1	2	3	4
No direction	Some direction, but off target	Direction is clear to counselor	Direction clear to all

4. **Genuineness and Authenticity:** The counselor is appropriately genuine and authentic

1	2	3	4
Not Genuine/Authentic	Sometimes	Usually	Always

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School Counseling Program
Observer Evaluation Form (Page 1 of 2)

Directions: Fill in your responses to each question below. You may use additional sheets if you wish, but please attach this form to the front of them.

Observer _____

Intern _____

Date _____

Complete this section BEFORE session/lesson begins

What is being observed? (*e.g., developmental guidance, personal counseling, college counseling*)

What is the context? (*e.g., third lesson in an eight lesson series, fourth meeting with a student regarding academic concerns, helping the student define a list of colleges to apply to*)

What are the goals for this meeting?

Complete this section DURING the session/lesson

Note any strengths you observe, as they occur:

Note any areas for improvement, as they occur:

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Observer Evaluation Form (Page 2 of 2)

Complete this section AFTER the session/lesson

Were the goals achieved? Explain

What were the three most positive things you observed:

What are at least two areas improvement may be possible in:

Please rate how well each of the skills below were demonstrated in this session
(Individual or group counseling sessions only; do not complete this section for classroom-based lessons)

1. **Active listening Skills:** Ability to hear accurately what is said, and communicating that understanding effectively to all involved

1	2	3	4
None demonstrated	Most opportunities missed	Most opportunities captured	All opportunities captured

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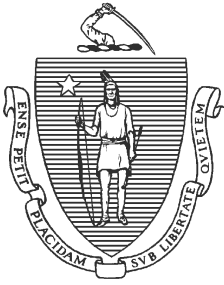
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The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000
Professional Support Personnel Practicum or Practicum Equivalent Form
Professional Support Personnel Licenses: See 603 CMR 7.11

Part I - To be completed by the applicant.

Practicum: Practicum Equivalent:

- 1. Legal Name: (print) 2. SSN:
3. Address:
4. Sponsoring Organization: Program & Level:
5. Practicum/Equivalent Course Number: Credit Hours:
Course Title:
6. Practicum/Equivalent Site: 7: Grade Levels of Students:
8. Total number of practicum hours: Number of hours assumed full responsibility in the role:
9. Other Massachusetts licenses held if any:
10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes No

Part II - To be completed by the Program Supervisor

Name: (print) Position/Title

The Applicant completed a practicum/equivalent designed by the Sponsoring organization as partial preparation for the following license:

Applicant's License Field: Grade Level:

Part III - To be completed by the Supervising Practitioner

Name: (print) Position:

School System: License: Initial (# yrs. experience): or Professional:

Massachusetts License #: Field(s):

Part IV - Initial 1, 2, and 3.

1. Initial meeting held at which the Standards and the procedures for evaluation were explained to the Applicant.

Date: Applicant: Program Supervisor: Supervising Practitioner:

2. Meeting held midway through the practicum at which the Applicant's progress toward the Standards was discussed.

Date: Applicant: Program Supervisor: Supervising Practitioner:

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: Applicant: Program Supervisor: Supervising Practitioner:

Part V

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.11) Yes: No:

Program Supervisor (sign): Date:

Supervising Practitioner (sign): Date:

Mediator (if necessary: see 7.04(4))(sign): Date:

Suffolk University
School Counseling Program
Steps in Applying for Initial Licensure

Candidate Responsibilities

1. Get an official **undergraduate transcript** and submit to Program Director by April 15th. Request several transcripts and have them sent to yourself, and turn in one of these for your licensure application.
2. Apply for licensure online via ELAR.
 - a. www.doe.mass.edu
 - b. Click on “Educator Services”, then “Licensure”, then “PreK-12”
 - c. Click on “ELAR Welcome” on the left
 - d. Click on “Create ELAR Profile” and follow from there
3. Apply for graduation from Suffolk
4. Check on ELAR to see when you are licensed. If you have not received your License by July 15th, contact the Program Director and/or DESE.

Suffolk University Administrative Responsibilities

1. Approval for graduation and submission of information to Certification Officer
(Program Director)
2. Provide DESE with official, stamped transcript from Suffolk reflecting your graduate coursework
(Certification Officer)
3. Deliver all needed materials to the DESE
(Certification Officer)
4. Write letter to potential employers asserting that all of the requirements for graduation from Suffolk University and Initial Licensure have been fulfilled.
(Program Director)