

| <b>Kremen School of Education<br/>and Human Development</b> |   |
|---|---|
| <b>Theme</b>  | Leadership for diverse communities  |
| <b>Vision</b>   | The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs. |
| <b>Mission</b>  | The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.                    |

### **Department of Counselor Education and Rehabilitation**

### **COUN 248 Practicum in School Counseling - 4 units**

**SPRING 2023**

Instructor: Dominiqua M. Griffin, PhD

Days: Tuesday

Time: 7:00pm- 9:50pm

Room: ED055 and ED072-078

Office Hours: Tuesdays (virtual) 4pm-6pm and Wednesdays (in person) 3pm -6pm; By appointment, please feel free to arrange with instructor.

Phone: (559)278-0383 Emergency:

Email: [dmg31@csufresno.edu](mailto:dmg31@csufresno.edu) (preferred)

### **Course Description**

This course offers supervised, school counseling experiences within the P-12 setting. Practicum consists of a series of supervised observational experiences that can occur in classroom,

laboratory, and field-based settings, providing for the application of knowledge and the development of skills. This class should be taken prior to beginning Fieldwork Experience (COUN 249). There will be 1.5 hours of group supervision from the counselor education faculty each week and 1 hour of individual or triadic supervision from the site supervisor. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills which will comprise 20hrs in the department clinic and 20hrs of observations at a K-12 school site. Practicum activities will include a more observational experience, such as observing a school counselor's sessions, shadowing a counselor and attending various meetings with the counselor. These activities will enhance students' knowledge about counseling theories, skills, interventions, and classroom management. Trainees will specifically learn how to establish a strong therapeutic alliance, collaborate with counselors and students to develop counseling goals, implement intervention strategies to serve the unique needs of their students, evaluate counseling outcomes, and effectively terminate the counseling relationship. Issues of diversity including but not limited to gender, ethnicity, socioeconomic class, sexual orientation, and disability, as they impact the counseling process, will be explored. Students will receive feedback regarding their counseling skills from the instructor, peer consultants, and peers. Furthermore, students will practice supervisory skills by providing constructive feedback to peers. Course material will be presented using systematically varied instructional models, including lecture, student discussion, case studies, student presentations, demonstrations, and assigned readings. Content will cover issues that enhance counseling skills and the therapeutic alliance, including legal and ethical issues in K-12 settings.

## **CTC STANDARDS**

### **Program Standard 4: Clinical Practice**

Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs. The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors. Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. Field experience includes the completion of both practica and fieldwork.

Practica:

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

**NOTE: SUPERVISION FROM COUNSELOR EDUCATOR DOES NOT COUNT TOWARD THE 100 HRS, ONLY HRS WITH THE ON-SITE SUPERVISOR WILL COUNT.**

### **CACREP STANDARDS**

#### **PRACTICUM**

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### **COURSE GOALS AND OBJECTIVES**

Candidates will gain a strong school counselor identity by engaging the following:

Knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils' lives.

Objective: Candidates will be able to describe counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and multidisciplinary personnel.

Knowledge about the organization and dissemination of information about a school or district's comprehensive pupil support service plan.

Objective: Candidates will be able to describe counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and multidisciplinary personnel.

Knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program.

Objective: Candidates will be able to describe counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and multidisciplinary personnel.

## **COURSE REQUIREMENTS AND EVALUATION**

Participate in all class modalities: class exercises, role-plays, and self-assessments. Submit documentation (Summary Log & Signature Verification Log, Reflection Papers) for a total of 100 hours participation.

This course is open to Master's in Counseling (School Counseling/PPS) students and PPS students only. Students must have successfully completed COUN 200 with a grade of "B" or better.

1. Demonstrate basic and advanced counseling skills during individual counseling sessions including the ability to establish therapeutic counseling relationships, design effective intervention strategies, evaluate outcomes, and conduct effective termination of counseling relationships with diverse clients.
2. Assess the counseling process and themselves as counselors through engaging in a series of activities: providing individual counseling, writing reflection journals, and evaluating their own micro-counseling skills and core-conditions implemented in each counseling session (CACREP II.G.5.c).
3. Apply theory to practice while counseling clients from diverse backgrounds (CACREP II.G.2.a-f, 3.e, 5.d).
4. Engage in peer-evaluation through observing and critiquing the counseling sessions lead by your peers and providing constructive feedback on the strengths and weaknesses of counseling sessions you observed (CTC #4 and #31).
5. Understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the American Counseling Association (ACA) and American School Counselor Association (ASCA) or related entities (CACREP II.G.1.j; CTC # 6 and #18).
6. Recognize and seek consultation (with instructor) when confronted with "crisis", "safety," "legal" and "ethical" issues presented by the client(s) at the site.

7. Write samples of progress notes and case reports that are clear, comprehensive and accurate.
8. Learn about counseling theories and interventions that could support clients in resolution of such issues (e.g. promoting persistence among first generation students, teaching healthy ways to cope with depression, stress management etc.).
9. Expand their capacity to embrace and appreciate diversity through receiving opportunities to connect with college students who might be different than themselves in relation to gender, sexual orientation, ethnicity, religion etc. in a more genuine and meaningful manner.
10. Incorporate social justice and multicultural counseling concepts in counseling sessions.
11. Demonstrate self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
12. Reflect upon the ways in which providing counseling transformed their current perspectives, biases, stereotypes, and sense of “self”.
13. Translate the learning gained from engaging in individual counseling sessions to the areas of their specializations and clients they aspire to serve in future.

### **Required Texts**

1. Handbook for Field Placement: Practicum and Internship in School Counseling (available on Canvas).
2. Copy of ACA Ethical Guidelines (available on Canvas).
3. Copy of ASCA Code of Ethics (available on Canvas).
4. Day-Vines, N., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development* : JCD, 85(4), 401-409. (Link on Canvas)
5. All additional texts will be available on Canvas.

### **Recommended Texts**

1. Hamlet, H. (2016). *School Counseling Practicum and Internship: 30 Essential Lessons*. Kutztown, PA.

### **Course Requirements**

#### **Medical (TB) Clearance**

#### **Certificate of Clearance**

#### **Interagency Agreement**

#### **Liability Insurance:**

Students automatically purchase malpractice insurance through the university (written by Lloyd's of London) by their registration in this class; unfortunately, you are not a "named insured" and you don't get a policy in your hands. The faculty strongly recommends (and many placements demand) that students have their own insurance, and is recommended for this course, the

insurance comes with a policy face sheet with YOUR NAME on the policy. Malpractice insurance is available through ACA, ASCA, AAMFT, and/or CAMFT (and probably others, too). Since some of you are pursuing the MFCC Degree (and the license in California), you are strongly encouraged to examine the CAMFT program for your independent insurance (it will be something you will carry during your career.) **Note:** ACA, ASCA, AAMFT, and CAMFT are professional counseling organizations that could strengthen your professional identity and expertise as counselors and therapists apart from providing liability insurance.

**Adhere to the ACA Code of Ethics and Standards of Practice:**

Practicum students must uphold a high degree of professionalism at all times when working with clients. This includes knowledge of the ACA ethical code and the applicable laws in California.

Also read section entitled “Professional Behavior” in the Handbook (CACREP II.G.1.j).

(ETHICAL GUIDELINE SIGNATURE FORM)

1. **ATTENDANCE:** Attend all classes and be on time. If your absence is unavoidable, you must notify the instructor prior to the meeting time. Please send an email at least 24 hours prior to class. Attendance is crucial for this class, for the purposes of providing a professional standard of care for your clients, and the feedback process. Also, appropriate closure is an important aspect of the counseling process for your clients and yourself. It is essential that you attend the final class meeting and final evaluation. Also, you must attend the entire class. I know this is a late class but we will be utilizing the entire time. There will be group supervision at the last hour of class, you must attend. You need to attend all classes, unless there is an emergency or advance notice is given to instructor and client. Your grade will be reduced one grade after 2 absences, and be reduced continually for each class thereafter. You may receive an incomplete or failing grade if you do not follow attendance policy.

2. **APPOINTMENTS:** Do not miss appointments with clients or families. It is extremely important that you do not miss appointments. If your absence is unavoidable, you are responsible for contacting your clients in a timely manner (at least 24 hours in advance) and for notifying your instructor, through email and/or phone. Absences can also make it very difficult to acquire the required number of counseling sessions and observations; you must have the required number to pass the class with a B or better grade. Be sure to set class attendance as a high priority. Unannounced absences are considered “unethical conduct”, and could result in a failing grade in the course.

3. **ATTIRE:** As a basic component of counseling professionalism, it is expected that when you are scheduled to meet with clients you are to wear professional attire. Business casual or business professional are expected. No sneakers and no blue jeans are to be worn when meetings with clients.

**Group Supervision:**

Students will participate in at least 1.5hrs of group supervision about their specific counseling concerns and issues that may enhance or compromise therapeutic relationship and/or counseling skills. (NCATE 1.2, 1.5, 1.8, 4) 10. **GROUP PARTICIPATION:** Students will actively and respectfully participate in seminar/group discussion. Topics for seminar/group discussion

will include issues that have relevance to one's counseling skill development: technical, theoretical, case consultation, legal/ethical, and/or personal.

#### Activity Logs:

Students are required to complete an Activity Log, which includes Time Sheets (Counseling hours, observations, and supervision). The forms are in the Handbook. These will be turned in at the last class meeting. Students are also required to complete the Proof of Sessions Form as needed for clients, and to give them to the clients at their final sessions. Students who are continuing on to COUN 249 are required to make a copy of their activity logs and submit it to COUN 249 instructor.

#### Evaluations:

Apart from providing students on-going supervision, Instructor will meet students to discuss their mid-term and final evaluations based on the evaluation templates provided by the Counselor Education Program. Students will complete a Clinical Review.

#### Community mapping:

Students will identify the resources found in their community that will assist in serving all students and families at the school site. They should work with the school counselor to identify programs, events, businesses, and organizations that can potentially support the K-12 students. Students should consider culture, equity and social justice as they draft their community mapping documents.

Partnerships Book Chapter: LINK ON CANVAS

Griffin, Dana & Farris, Amy (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling*, 13 (5), 248-256.

#### Professional development:

Students are expected to attend a professional development opportunity. The training should include suicide assessment training or crisis management. Students will present documentation on the training and how they relate to the K-12 setting.

#### Self-care plan:

Students will develop a Self-Care Plan that captures how they will be proactive in tending to their overall wellness. They will take on a holistic approach to addressing their needs and wants, to assist with preventing burnout, compassion fatigue and secondary trauma. The plan should include all eight (8) components of wellness (emotional, physical, intellectual, social, occupational, financial, spiritual, environmental). The plan should be developed thoroughly and SMART Goals should be implemented. Students will incorporate a strategic plan to include a practical schedule which incorporates the self-care plan and occupational duties.

#### Counseling Sessions:

Students will meet with three clients for seven sessions throughout the semester. They will provide peer consultation and feedback to each other after each session. The students will meet with the instructor for group supervision as well. The students should focus on the three domains of the ASCA national model when meeting with the clients, including academic, career readiness, and socio-emotional topics.

#### K-12 School Site Observations:

Students will observe individual and group sessions at a K-12 school. They are expected to observe a minimum 20 hours of direct contact with K-12 students. They will spend the remaining 60 hours for in-direct hours. Students may only provide direct services at the school under the supervision of the site supervisor. **Students will also receive indirect hours while completing Peer Observations in the department clinic.**

SESSION NOTES and SUMMARY: Students will submit a completed intake within the first two sessions. Students may be requested to rewrite them, if write-ups are not appropriate and/or guidelines are not followed. Session notes must be completed for all sessions within 48 hours of the session. A format for session notes will be provided by the instructor prior to beginning counseling sessions. In addition, students will write Case Summaries for all clients and submit them at the end of the client's sessions, no later than one week following each final session, and no later than the date specified in the calendar for the last set of clients. (USE FORMAT #1 in the Handbook for COUN 248.) These documents should be maintained in a confidential manner in a virtual client progress folder, and will be turned in to the instructor for review as requested before Midterm and Final Evaluations.

#### **Documentation Needed for each client: intake form, informed consent, permission to record, session notes, and case summary**

Client Progress Folders will be turned in to the instructor for review as requested prior to midterm evaluations and again following the last counseling session of the semester. The folders will be held in confidence for one year, and then will be destroyed.

#### **Self-Evaluation:**

Students are required to provide the instructor with a completed Session Evaluation Form for each counseling session. Because the form is about you and your growth as a counselor, there should not be any information on the form that identifies the client for e.g. name or college major. The evaluation form is to engage in self-assessment of basic counseling skills and core therapeutic conditions. (CACREP II.G.5.c); (CTC 4 & 31)

#### **Peer-Evaluation:**

Students are required to observe and critique 40-minute sessions during the semester. Students are expected to provide feedback (verbal and written) to the counselor for each session observed. Students are required to complete observation forms for each session observed and to give them to the counselor. The counselor will hold all of the written observation forms for their clients' sessions in the client's progress folder. Observations must also be entered on the activity log. To further support the growth of their peers as counselors in training, the peer observer and



counselor are encouraged to meet in-person to discuss the feedback. (CTC 4 & 31); (NCATE 1.2, 1.5, 1.8, 4).

### **Case Presentation:**

Students are required to do a case presentation (based on a written case summary of one client in the clinic) that addresses the following areas: client demographic information, conceptualization of the client, counselor goals, treatment plan and implemented strategies and counseling skills. The presentation (both written and oral) should not include any specific identifying information and all copies should be turned into the group supervisor for shredding at the end of the presentation. In addition, students should bring a cued digital recording to the group supervision session for review (3-5min). Include both a highlight and area of improvement in your video clip(s). Sample case presentation templates are included in handbook. (CTC 8)

### **Reflective Essays:**

Students are required to submit two reflective essays (3 to 5 pages each) on following three themes with follow-up questions that might aid the process of reflection:

#### *Beginning of Semester Reflective Essay (3-5 pages)*

- a. For what reason(s) did you decide to become a school counselor?
- b. In this class, you will have opportunity to serve college students through providing them individual counseling and observe K-12 counselors. Consider informal conversations with undergraduates or K-12 students who might know. What are some of the individual and systemic-level issues that they are concerned about? How might these two experiences relate to one another?
- c. What are some of your strengths and weaknesses that might influence your ability to provide counseling to K-12 and college students?

#### *Middle of Semester Reflective Essay (3-5 pages)*

- a. Write about a tough day that you had at the clinic or at the school site. You can be creative in your approach, including lyrics, poetry, drawings, or paintings to capture your thoughts, feelings, and concerns.
- b. Address policies and systemic issues that impact the students you are serving. Identify resources or possible solutions to the issues.

#### *End of Semester Reflective Essay (5 pages minimum)*

- a. How have you been impacted by your work with clients this semester? How does this work contribute to the larger societal impact? What can you do to advocate for clients and students?
- b. How has the experience of providing individual counseling transformed your own values and sense of “self”?
- c. What are some of the areas you want to continue to grow in as counselors-in-training and in what ways (e.g. any specific self-care strategies)?

- d. Include theories and techniques that you practiced throughout the semester to discuss the beginnings of your counseling philosophy. Use a minimum of three (3) references in APA format to support your counseling philosophy.

The Reflective Essays will receive “A” if they reflect thoughtful personal introspection that enhances your insights regarding your personal and professional identity (CACREP II.G.1.d).

**Student Evaluation Criteria**

|  |       |
|--|-------|
| Level of counseling skills and competencies demonstrated in sessions | 30pts |
| Student & Client Folder  | 20pts |
| Self Evaluation  | 10pts |
| Peer Evaluation  | 10pts |
| Case Report and Presentation   | 10pts |
| Reflective Essay #1  | 10pts |
| Reflective Essay #2  | 10pts |
| Reflective Essay #3  | 10pts |

**Total Points** **110pts**

Please be aware that, while there are written assignments for this course, this is a practicum course that is required for continuation to further practicum and fieldwork experiences in your program. **Therefore, your ability to demonstrate ethical and effective clinical skills is required to receive a grade of ‘B’ or better on the final evaluation and continue further in the program.**

Letter grade will be determined by the following percentage breakdown of total points:

- Grade A: 90% & above
- Grade B: 80-89%
- Grade C: 70-79%
- Grade D: 60-69%
- Grade F: 59% & below

*Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student’s academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student’s tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.*

**Course Schedule and Content Areas**

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|--|---|
|  | <b>TENTATIVE AGENDA &amp; ASSIGNMENTS</b> |
|--|---|

| Week |   |
|------|---|
| 1    | Syllabus Review, Practicum Goals, ASCA National Model   |
| 2    | <p style="text-align: center;">Ethical and Legal Issues</p> <p style="text-align: center;">First Session Role Play, Group Supervision</p> <p style="text-align: center;">Ethics and Legal Issues, Documentation and Notes (SOAP &amp; DAP), Decision Making Model</p> |
| 3    | <p style="text-align: center;">Preparation for beginning at school sites</p> <p style="text-align: center;">Crisis Assessments, Broaching Race and Multicultural Issues in Session, Anti-racist School Counseling Practices</p>                                       |
| 4    | <p style="text-align: center;">Counseling Core Conditions and Basic Counseling Skills</p> <p style="text-align: center;">Adlerian Theory, Choice Theory, Person-Centered Counseling, Role of the school counselor</p>   |
| 5    | <p style="text-align: center;">CBT and Solution Focused Brief Theories in Schools</p> <p style="text-align: center;"><b>(REFLECTIVE ESSAY DUE)</b></p>  |
| 6    | <p style="text-align: center;">Classroom Management, Multi-Tiered Systems of Support, and Teaching Classroom Guidance</p> <p style="text-align: center;"><b>(MINI THEORY LESSONS DUE)</b></p>   |
| 7    | <p style="text-align: center;">REBT, DBT, Reality Therapy</p>   |
| 8    | <p style="text-align: center;">Career Assessments and other assessments in K-12</p>   |
| 9    | <p style="text-align: center;">Motivational Interviewing</p>  |
| 10   | <p style="text-align: center;">Self Care Using SMART Goals, Mindfulness-Based Stress Reduction, Strategic Plan</p>  |

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|----|--|
| 11 | School Counseling in Elementary Schools, Family Systems                                |
| 12 | School Counseling in Middle Schools, Restorative Justice, Self-Disclosure and Feedback |
| 13 | School Counseling in High Schools  |
| 14 | Trauma Informed Schools  |
| 15 | Development of Treatment Plan for Individual and Group Counseling<br>Self-care plan    |
| 16 | Individual Meetings  |

**FIELD PLACEMENT CONTRACT**

**COUN248 Field Practica in School Counseling**

California State University, Fresno

Kremen School of Education and Human Development

Department of Counselor Education and Rehabilitation

Grade level of field placement site: Elementary \_\_\_\_ Middle \_\_\_\_ High \_\_\_\_

|          |          |                  |
|----------|----------|------------------|
| STUDENT: | ADDRESS: | PHONE:<br>EMAIL: |
|----------|----------|------------------|

|               |          |                  |
|---------------|----------|------------------|
| ORGANIZATION: | ADDRESS: | PHONE:<br>EMAIL: |
|---------------|----------|------------------|

|  |
|--|
| ON-SITE SUPERVISOR NAME AND TITLE:<br><br>EMAIL: |
|--|

|                 |                 |              |
|-----------------|-----------------|--------------|
| HOURS PER WEEK: | BEGINNING DATE: | ENDING DATE: |
|-----------------|-----------------|--------------|

**The student intern and on-site supervisor agree to the following terms:**

I. Site supervisor (on school sites) has a PPS credential for at least 2 years and will provide 1 hour of individual supervision or 1.5 hours of group supervision with student intern. Students obtaining hours from sites other than a K12 school (200 hours max) must be supervised by a supervisor with a master’s level degree in counseling or related field—student must seek approval from Coun248 course instructor.

II. Site supervisor agrees to provide learning opportunities for student intern (as noted on next page) and the student agrees to abide by hours and activities approved by site supervisor. Note that students have one semester to complete 100 hours with the following specific hours/areas:

III. Student must complete all these mandatory activities on the next page to meet CTC competencies by the end of their 100 hours. Circle the agreed upon activities on the next page for this semester.

**Observation Activities List. Circle the agreed upon activities.**

1. Undergo orientation to the PPS program at your placement
2. Identify those children with developmental, intellectual, and emotional strengths and weaknesses to identify appropriate resources and combat adjustment difficulties CTC 5, 19, 23, 29
3. Identify children with ability in art, music, reading, arithmetic and other academic areas CTC 5, 19, 23, 29
4. Identify at risk students who may be potential drop-outs CTC 5, 19, 23, 29
5. Participate in student assessment in collaboration with other school personnel

6. Help students adjust to the school environment CTC 19
7. Work with students who have developed emotional and/or behavioral problems
8. Work with students who have difficulties with learning
9. Work with students who may be potential drop-outs, and/or credit deficient.
10. Help a student set up a study plan at home/ school CTC 7, 24
11. Help a child adjust to peers/ parents/ teachers CTC 5, 7, 24
12. Provide counseling or guidance for students in small groups
13. Perform individual counseling or guidance with students
14. Prepare behavior modification programs for students CTC 24, 29
15. Review scholarship possibilities with student (mainly in secondary schools) CTC 19
16. Develop career opportunities for students (mainly in secondary schools) CTC 19
17. Review plans for attending college (mainly in secondary schools) CTC 19, 23
18. Consult with a teacher regarding a particular student CTC 24
19. Observe a class
20. Make referrals to appropriate community agencies CTC 25
21. Consult with parents at school, or through phone, or home visit CTC 7, 24
22. Visit a PTA meeting in the district CTC 7
23. Participate on a Student Study Team as a counselor CTC 19, 23, 26
24. Participate on a curriculum study committee CTC 26
25. Attend regular meetings, including staff, counseling department, advisory board councils, and administrative team meetings CTC 26

26. Work with or develop counseling programs such as peer counseling/helping programs CTC 29
27. Help evaluate the PPS program CTC 29
28. Conduct in-service program for teachers/staff/parents CTC 7, 24, 29
29. Participate in mentoring programs
30. Participate in or establish a crisis counseling center CTC 29
31. Perform activities devoted to issues of diversity (minimum 150 hours) CTC 32.
32. Become familiar with data and information systems on student learning and achievement CTC 15
33. Become familiar with the use of school technologies for information access, teaching and learning
34. Become familiar with the process of developing a master schedule
35. Have interns work individually with students that need assistance with life skills, such as organizational skills, study strategies, and time management.

**In addition to the above mandatory activities, students need to abide by the following:**

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| Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.  |
| Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor |
| Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.   |



Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program, internship site, and profession.

SITE SUPERVISOR SIGNATURE: \_\_\_\_\_ DATE:  
\_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE:  
\_\_\_\_\_

UNIVERSITY SUPERVISOR SIGNATURE: \_\_\_\_\_  
DATE: \_\_\_\_\_