



COUN 8330
PRACTICUM IN SCHOOL COUNSELING
SITE SUPERVISOR GUIDE
SUMMER 2024

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COUN 8330: School Counseling Practicum

Course Information: This course is the first of the clinical applications to provide the prospective school counselor with supervision in a school counseling setting. Candidates will continue to develop counseling skills and will become immersed in the work of a professional school counselor. Candidates practice, develop and improve counseling skills in an environment of professional and constructive criticism.

Course Description:

- 1.1 This course is designed to provide the school counselor candidate with a supervised experience in a school counseling program. Throughout this introductory experience candidates will continue to develop their counseling skills and practice the functions of a school counselor.
- 1.2 This course is required for all graduate students in the PK-12 school counseling master's degree program.
- 1.3 Pre-requisites: completion of 30 hours in the Counseling Program, Grade of B in Counseling Practices COUN 8030 and Counseling Ethics COUN 8040.

Rationale for Course: The K-12 school counseling degree requires experience across the K-12 spectrum. This course provides the school counselor candidate focused exposure in a school site level that is different from the two internships that follow.

Course Goals: The candidates are to be involved in the practice of counseling as a graduate student member of the school counseling staff. As such, they may be involved in individual counseling, group counseling, classroom guidance activities, department meetings, teacher meetings, assessments, gathering and/or disseminating information, and other proactive and response-oriented professional activities in which school counselors are involved.

- 2.1 School counselor candidates practice, develop and improve counseling skills to work with students, staff, and families in a school setting.
- 2.2 School counselor candidates practice collaboration and self-reflection skills as they integrate ethics and theoretical practice in a school setting.

Course Objectives: These course objectives relate to the College of Education and Health and Human Science's mission to prepare exemplary professionals as dedicated practitioners, reflective scholars, and responsible citizens who make a positive difference in diverse communities.

- 3.1 Candidates will develop and refine their counseling skills beyond those acquired in Counseling Practices through supervised experience in a school setting.
- 3.2 Candidates will learn the counseling functions of K-12 school counselors.
- 3.3 Candidates will become aware of the organization and administration of a school counseling program.
- 3.4 Candidates will demonstrate their competence with technology related to the administration of a school counseling program.

3.5 Candidates will provide programs designed to enhance student skills and ultimate success in schools utilizing the ASCA delivery system elements across academic, social/emotional, and career domains.

CACREP Statement: This course is designed to develop competence identified by and in compliance with the CACREP for master's level standards relevant to this course. Additional standards addressed in COUN 8330 are included in the Standards Chart at the end of this course outline.

SECTION III: PROFESSIONAL PRACTICE

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-session academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with students and/or families that contributes to the development of counseling skills.
2. Meet with the on-site supervisor for one hour every week. The purpose of this meeting is for individual supervision.
3. Meet with program faculty for 2 hours per week for group supervision that focuses on course objectives, CACREP standards, and overall practicum experience.
4. Candidates may be required to provide recorded counseling sessions for critique, depending on the nature of the summer placement and the availability of K-12 students. In lieu of live sessions, group experience and individual/triadic supervision may include the development of program-appropriate individual counseling skills. This may include meet with program faculty in individual or triadic supervision for one hour every other week. The purpose of this meeting would be for supervision, evaluation, and may include tape critique as required by instructor.
5. The evaluation of the school counselor candidate's practicum experience is shared during the group on campus meetings. Performance expectations throughout the practicum, including the formal completion of the time log of hours, are also a required evaluation element.

SECTION IV: SITE SUPERVISOR QUALIFICATIONS

A. Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

Potential Activities for Practicum/Internship Students

Potential Opportunities for School Counselors Curriculum

- ☐ Observe school counselors as they conduct classroom activities (I)
- ☐ Implement classroom activities with school counselors (D)
- ☐ Design and implement classroom lessons and that address competencies and indicators of *ASCA Model* (D/I)
- ☐ Provide curriculum activities for students in special education and 504 programs (D/I)
- ☐ Assess the efficacy of classroom lessons and units (I)
- ☐ Conduct needs assessments to prioritize *ASCA Model* objectives (I)

Responsive Services

- ☐ Observe counselors during individual counseling sessions (I)
- ☐ Observe counselors conducting group counseling activities (I)
- ☐ Observe counselors consulting with parents and teachers (I)
- ☐ Provide individual counseling for students of various ages and with various social/emotional concerns (D)
- ☐ Co-facilitate counseling groups with a licensed school counselor (D)
- ☐ Implement counseling groups addressing academic, social/emotional, career development (D)
- ☐ Consult with parents (D/I)
- ☐ Consult with teachers, staff, or administration (I)
- ☐ Observe students in classrooms (I)
- ☐ Participate in student focused staff meetings (I)
- ☐ Assist in making referrals (I)
- ☐ Document responsive service activities (I)
- ☐ Collaborate with other mental health professionals within the school (I)
- ☐ Participate in school's crisis response team (I)
- ☐ Participate in response to crises that occur during internship (I)

Individual Student Planning

- ☐ Provide career counseling (D)
- ☐ Implement group activities addressing career and educational planning (D)
- ☐ Facilitate post-secondary planning for students (D/I)
- ☐ Participate in appropriate assessment activities (D/I)
- ☐ Interpret results of standardized tests and inventories (I)
- ☐ Assist with technology-based career materials and activities (D)
- ☐ Facilitate post-secondary planning for students (D/I))

System Support

- ☐ Participate in school counseling program planning (I)
- ☐ Participate in program evaluation (I)
- ☐ Participate in faculty meetings (I)
- ☐ Participate in school improvement teams and activities (I)
- ☐ Collect and interpret data regarding student groups who are at risk of academic failure (I)
- ☐ Plan and/or present and/or assist with preparation of a parent education program (D/I)

- ____ Contribute to the school counseling program by _____ (e.g., developing a website/brochure for school counseling program, designing orientation programs, implementing career planning programs) (I)

Professional Development Activities

- ____ Observe special education classrooms (I)
____ Attend meetings addressing Section 504 (D/I)
____ Attend a school board meeting (I)
____ Discuss ethical issues at the school and in the department (I)
____ Participate in advocating for the profession or on behalf of students (I)
____ Attend school and district workshops and trainings (I)

D = Direct Hours, I = Indirect Hours

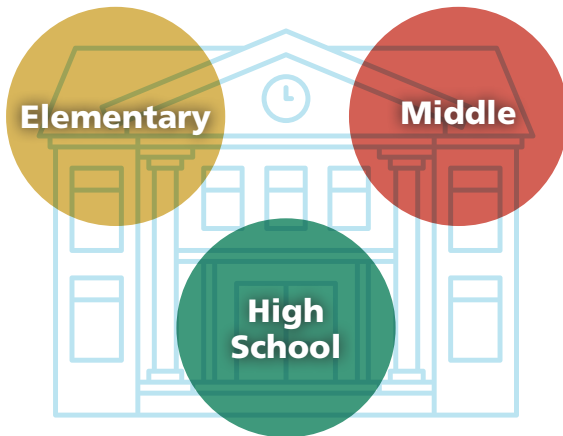


The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

- ▶ **Hold, at minimum, a master's degree in school counseling**
- ▶ **Meet the state certification/licensure standards**
- ▶ **Fulfill continuing education requirements**
- ▶ **Uphold ASCA ethical and professional standards**



For more information,
resources please visit
www.schoolcounselor.org



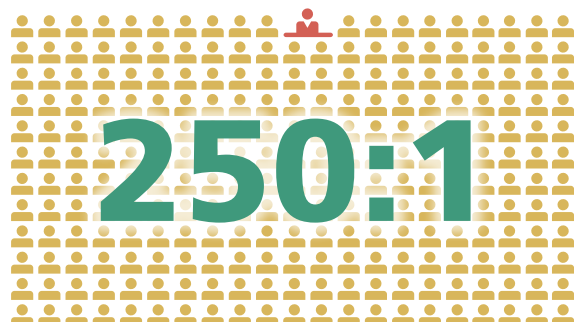
LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

- ▶ **School counselors help all students:**
 - apply academic achievement strategies
 - manage emotions and apply interpersonal skills
 - plan for postsecondary options (higher education, military, work force)
- ▶ **Appropriate duties include providing:**
 - individual student academic planning and goal setting
 - school counseling classroom lessons based on student success standards
 - short-term counseling to students
 - referrals for long-term support
 - collaboration with families/teachers/ administrators/ community for student success
 - advocacy for students at individual education plan meetings and other student-focused meetings
 - data analysis to identify student issues, needs and challenges
 - acting as a systems change agent to improve equity and access, achievement and opportunities for all students

IDEAL CASELOAD

250 students per school counselor



Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
1. advisement and appraisal for academic planning	1. building the master schedule
2. orientation, coordination and academic advising for new students	2. coordinating paperwork and data entry of all new students
3. interpreting cognitive, aptitude and achievement tests	3. coordinating cognitive, aptitude and achievement testing programs
4. providing counseling to students who are tardy or absent	4. signing excuses for students who are tardy or absent
5. providing counseling to students who have disciplinary problems	5. performing disciplinary actions or assigning discipline consequences
6. providing short-term individual and small-group counseling services to students	6. providing long-term counseling in schools to address psychological disorders
7. consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	7. covering classes when teachers are absent or to create teacher planning time
8. interpreting student records	8. maintaining student records
9. analyzing grade-point averages in relationship to achievement	9. computing grade-point averages
10. consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	10. supervising classrooms or common areas
11. protecting student records and information per state and federal regulations	11. keeping clerical records
12. consulting with the school principal to identify and resolve student issues, needs and problems	12. assisting with duties in the principal's office
13. advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	13. coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
14. analyzing disaggregated schoolwide and school counseling program data	14. serving as a data entry clerk



Appendices

Appendix A

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Professional Liability Insurance

You are required to hold professional liability coverage

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The 2016 Standards

Section 3: Professional Practice

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

The entire document can be retrieved online at:

<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

Please provide a statement explaining how you have met this requirement and return it to your university supervisor.

I understand that I am required to maintain professional liability coverage while enrolled in practicum and internship (circle which applies) and verify that I am currently covered.

Candidate

Date

(This form is to be retained in the counselor candidate's file)

Appendix B

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Site Supervisor Experience Form

**SITE SUPERVISOR CERTIFICATION
SCHOOL COUNSELING PRACTICUM/INTERNSHIP**University Supervisors

Thang S. Tran, Ph.D.

Site Supervisor Certification:

I, _____, certify that I have a Master's Degree in Counseling (or similar degree) and a minimum of two years counseling experience. I agree to serve as site supervisor for the _____ school year as detailed in the site supervisor handbook.

Signature: _____ Date: _____

Title: _____

Place of Employment: _____

Name of UNO Counselor Candidate you will be supervising:

**THANK YOU FOR SUPERVISING AND SUPPORTING THE PROFESSIONAL DEVELOPMENT OF SCHOOL
COUNSELORS!**

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

Appendix D

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School Practicum/Internship Log Summary

STUDENT'S NAME: _____

PLACEMENT SITE: _____

SITE SUPERVISOR: _____

Instructions: Students are responsible for maintaining the currency and accuracy of this form. It must be turned in to the Practicum/Internship Course Instructor upon completion of each semester of Practicum/Internship. The log will be kept in the Student's files and creates a record that may be requested by accreditation, certification, and licensing organizations.

PRACTICUM LOG SUMMARY FOR THE PERIOD: _____

Month	Direct Service Hours			Indirect Service Hours		
	Core Curriculum	Individual Student Planning	Responsive Services	Referrals, Consultation Collaboration	Program Management	Other Indirect Services

Totals						
	Total Direct Hours			Total Indirect Hours		
				Total Practicum/Internship Hours		

STUDENT'S SIGNATURE: _____ DATE: _____

SITE SUPERVISOR'S SIGNATURE: _____ DATE: _____

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

Appendix E

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Site Evaluation by Student

Student's Name _____ Date _____

Internship Site _____

Site Supervisor _____

Please respond with a "Y" for "yes" and "N" for "no" to the following statements regarding this placement site.

_____ There was a formal orientation or introduction at this site.

_____ I received adequate introduction to the site's policies and procedures.

_____ I received adequate physical space to perform counseling services with appropriate confidentiality.

_____ I was regularly assigned students at this site.

_____ I had sufficient opportunities to work with students to complete my direct hours.

_____ I had sufficient opportunities to work with students in group settings.

_____ I had sufficient opportunities to deliver classroom lessons to students.

_____ I felt like a member of the staff at this summer school site.

_____ I was treated with professional respect by staff members at this site.

_____ I received adequate supervision at this site to feel supported in my decision-making.

_____ This site provided me with adequate resources to continue my professional growth.

_____ This site provided me with opportunities to develop my counseling skills and techniques.

_____ This site provided me with opportunities to work with persons representing diversity.

_____ I would recommend this site for other students in the UNO School Counseling program.

Please include other comments or clarification of responses on the back of this form.

Student Signature _____ Date _____

Appendix F



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SITE SUPERVISOR'S RATING OF PRACTICUM/INTERNSHIP STUDENT PERFORMANCE SCHOOL COUNSELING

Your supervision of our UNO school counseling practicum/internship student is an important component of the practicum/internship experience. This survey is designed to assess the student's performance during practicum/internship. Please rate the practicum/internship using the three levels of counselor competence described below. Thank you for your time and input!

Level 1 – Limited exposure to skill but motivated to improve, not skilled enough for independent work, dependent on supervisor.

Level 2 – Mastering basic level skills, ready for increased responsibility, wavering between dependence on and autonomy from the supervisor.

Level 3 – Has developed consistently effective skills base, more confident in abilities, more autonomous from supervisor, recognition of limitations.

Respond with N/A if not applicable or not observed.

Practicum/Internship Student Name: _____

Professional Dispositions

Statement	1	2	3	N/A
1. Is dedicated to professional development				
2. Devotes energy to counselor's role				
3. Is receptive to constructive criticism				
4. Relates well to peers and supervisors				
5. Shares own expertise with peers and supervisors				
6. Is aware of deficiencies				
7. Works at overcoming those deficiencies				
8. Presents self in professionally acceptable manner				
9. Maintains hours, appointments, etc.				
10. Adheres to policies and records maintenance				
11. Understands the school organization and counseling program				
12. Establishes positive rapport with students				
13. Demonstrates awareness of own feelings toward students				
14. Operates from a theoretical approach				
15. Identifies and prioritizes both short and long-range goals				
16. Demonstrates strategies to promote systemic change				
17. Exercises appropriate ethical behavior				
18. Discerns when counseling has assisted or has not been helpful to students				

19. Uses counseling interventions and techniques appropriate to the concern				
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Direct Student Services

Statement	1	2	3	N/A
20. Encourages student involvement in goal development				
21. Deals appropriately with challenging student behavior				
22. Works effectively with involuntary students				
23. Uses appropriate interventions with students				
24. Uses assessments appropriately to meet student needs				
25. Understands the school counselor's role in the therapeutic process (i.e. referrals)				
26. Assists students with academic concerns				
27. Assists students with career concerns				
28. Assists students with personal/social concerns				
29. Organizes and leads small counseling groups				
30. Uses facilitation skills when delivering the school counseling core curriculum				
31. Is effective at individual student planning process				

Indirect Student Services

Statement	1	2	3	N/A
32. Advocates in meaningful ways for underserved populations				
33. Collaborates effectively with other professionals				
34. Is involved in professional counseling activities and/or organizations				
35. Is an active participant in professional committees and teams				
36. Demonstrates proactive behavior and leadership in response to student needs				
37. Demonstrates time management and follow-through				
38. Is effective in meeting the immediate needs of families and staff				

Comments:

Site Supervisor Signature_____ **Date**_____

Intern Signature_____ **Date**_____

University Supervisor Signature_____ **Date**_____

Appendix G

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Site and Student Information Sheet

Student Name: _____ UNO Email Address: _____

Phone Number(s): Cell _____ Home _____

Mailing Address: _____

Internship Site: _____

Address: _____

Phone Number: _____

Site Supervisor: _____ School: _____

School Address: _____

Email Address: _____ Phone Number: _____

School Administrator: _____

Email Address: _____ Phone Number: _____

Appendix H

**Department of Counseling**

101 Roskens Hall
6001 Dodge Street
Omaha, NE 68182

P: 402.554.2727 | F: 402.554.3684

Permission to Record

I, _____, guardian of _____
(Parent or Guardian) (Student Name)

give _____ permission to video record counseling sessions
(UNO Counselor Candidate)

for the 2020-2021 school year.

I have been contacted by the counselor candidate and understand who they are and the purpose of these recordings.

I understand that the counselor is (a) a graduate student in counseling, (b) may not yet be licensed, and (c) is under the supervision of a qualified licensed supervisor.

I understand that the sole use for these recordings is to increase the effectiveness of the counselor-in-training. Review of recordings of any session may occur by both an on-site supervisor and the UNO counseling supervision team.

I understand that session recordings are destroyed in a HIPAA-compliant manner before the end of the current term.

I understand that the confidentiality of these recordings will be preserved (i.e., no information will be shared outside of this practicum/internship) by the counselor-in-training and their clinical supervisors in accordance to state law, federal law, and the ethical standards of the American School Counseling Association. Furthermore, I understand that concerns about suicide, homicide, or child abuse may place limitations on confidentiality, in that the safety of individual lives is considered a priority to holding information confidential. Where lives are at risk, ethical and legal obligations of the profession dictate communication with official resources that may prevent loss of life or childhood injury.

c Check this box if you would rather only have audio recordings.

(Student Signature)

(Date)

(Parent or Guardian Signature)

(Date)

(UNO Counselor Candidate Signature)

(Date)

Appendix I



Departamento de Consejería

101 Roskens Hall
6001 Dodge Street
Omaha, NE 68182

P: 402.554.2727 | F: 402.554.3684

Permiso para grabar

I, _____, Guardián de _____
(Firma del(a) padre o guardián) (Firma del estudiante)

dar _____ permiso para grabar en video sesiones de
(Candidato a consejero de la ONU)

consejería para el año escolar 2020-2021.

Me ha contactado el candidato a consejero y entiendo quiénes son y el propósito de estas grabaciones.

Entiendo que el consejero es (a) un estudiante graduado en consejería, (b) puede que aún no con licencia, y (c) está bajo la supervisión de un supervisor con licencia calificado.

Entiendo que el único uso de estas grabaciones es aumentar la eficacia de la consejero en formación. La revisión de las grabaciones de cualquier sesión puede realizarse tanto en el sitio supervisor y el equipo de supervisión de consejería de la UNO.

Entiendo que las grabaciones de las sesiones se destruyen de una manera compatible con HIPAA antes del final del período actual.

Entiendo que la confidencialidad de estas grabaciones será preservada (es decir, no se compartirá información fuera de esta práctica / pasantía) por el consejero en capacitación y sus supervisores clínicos de acuerdo con la ley estatal, la ley federal y los estándares éticos. de la Asociación Estadounidense de Consejería Escolar. Además, entiendo que las preocupaciones sobre el suicidio, el homicidio o el abuso infantil pueden imponer limitaciones a la confidencialidad, ya que la seguridad de las vidas de las personas se considera una prioridad para mantener la información confidencial. Cuando hay vidas en riesgo, las obligaciones éticas y legales de la profesión imponen la comunicación con los recursos oficiales que pueden prevenir la pérdida de vidas o lesiones infantiles.

c Marque esta casilla si prefiere tener solo grabaciones de audio.

(Firma del estudiante)

(Fecha)

(Firma del padre o guardián)

(Fecha)

(Firma del candidato a consejero de la ONU)

(Fecha)