



UNIVERSITY OF NEBRASKA OMAHA

SITE SUPERVISOR GUIDE

Fall 2024 & Spring 2025

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COUN 8430: School Counseling Internship**COUN 8460: Advanced School Counseling Internship**

Course Information: This course is the second of the clinical applications to provide the prospective school counselor with supervision in a school counseling setting. School counselors in training (SCITs) will continue to develop counseling skills and will become immersed in the work of a professional school counselor. SCITs practice, develop and improve counseling skills in an environment of professional and constructive critique.

Course Description: This course is designed to provide the prospective school counselor with supervision in a school counseling program. SCIT will continue to develop counseling skills and will become immersed in the work of a professional school counselor. During the internship sequence (COUN 8430 and 8640) SCIT are required to have 600 hours of experience where the student performs, under supervision, a variety of activities that a regularly employed school counselor would be expected to perform. Of the 600 hours (40%) or 240 hours of direct contact must be documented and include, but not limited to; individual counseling, group work, classroom group guidance, and consultation.

Rationale for Course: The K-12 school counseling degree requires experience across the K-12 spectrum. This course provides the SCIT focused exposure in a school site level where the SCIT is currently employed or most likely to seek employment as a school counselor. The internship field placement is designed to help SCIT integrate and apply knowledge and skills learned throughout their graduate program, while under the supervision of university and site supervisors.

Course Goals: The SCIT 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, testing, information giving, and other proactive and response-oriented professional activities in which school counselors are involved. School counselor SCIT practice, develop and improve counseling and helping skills to work with students, staff, and families in a school setting. School counselor SCIT practice collaboration and self-reflection skills as they integrate ethics and theoretical practice in a school setting.

Professional Practice: Students must complete a supervised internship experiences that total a minimum of 300 clock hours over a minimum 15-week academic term. Each student's internship includes all of the following:

- At least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills. Time log documents located on Canvas. Hard copies of time log will be kept and signed copies turned in at the end of the semester.
- Meet with program faculty for 2 hours per week for group supervision that focuses on course objectives, CACREP standards, and overall internship experience.

- Meet with program faculty in individual or triadic supervision for 4 one-hour as assigned. The purpose of this meeting is for supervision, evaluation, and will include presenting 4 recorded individual counseling sessions.
- Meet with the on-site supervisor for one hour every week for individual supervision when not assigned to meet with university supervisor.
 - This also includes reviewing 2 (of the 4) recorded individual counseling session critiques.
- SCIT will present a recorded classroom guidance session to peers and university supervisor in class meeting during advanced internship.
- SCIT will run a small group (4 sessions) and present a recorded small group session to peers and university supervisor in class meeting during advanced internship.
- The SCIT's internship experience is shared during the group on campus meetings. Performance expectations throughout the internship, including the formal completion of the time log of hours, are also a required evaluation element.

Site Supervisor 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

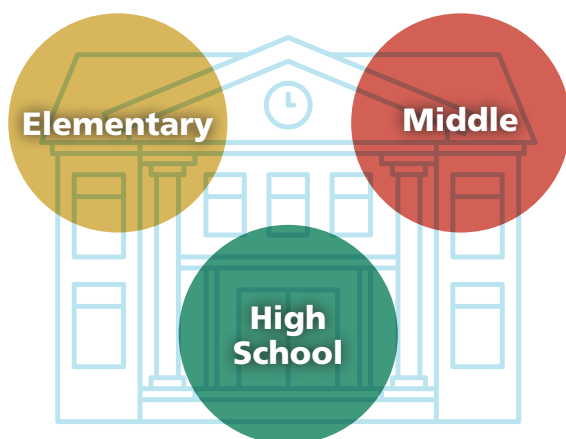


The Role of the School Counselor

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:

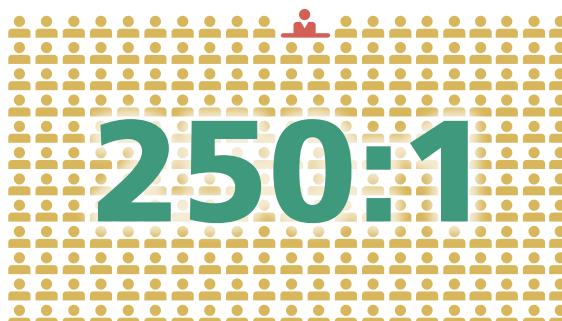
- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

▶ 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.

School-Counselor-in-Training

Date

(This form is to be retained in the school-counselor-in-training's file)

Appendix B

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Site Supervisor Experience Form

**SITE SUPERVISOR CERTIFICATION
SCHOOL COUNSELING PRACTICUM/INTERNSHIP****University Supervisor(s)**

Thang S. Tran, PhD

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 school-counselor-in-training you will be supervising:

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

Appendix D

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School Counselor 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				

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: _____

(Date)

(Fecha)