

COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY

SCHOOL COUNSELING PRACTICUM HANDBOOK

**Department of Educational Psychology
College of Education and Human Development**

University of Minnesota

2006-2007

PRACTICUM HANDBOOK

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Dear Site Supervisors,

As the University of Minnesota (UMN) School Counseling Director, I wish to thank you for your willingness to assist a school counseling graduate student in the practicum experience. A handbook of information about the practicum experience, including explanations, forms, and requirements of the program, has been created for your convenience. My hope is that the handbook will help you understand the needs of the student and the UMN program during this experience.

As the University practicum instructor, I will be in weekly contact with the student or with designated practicum supervisors in the required practicum class at UMN. In addition to weekly meetings, the students are required to present taped recordings (video, if possible) of the work they are doing at the school. These tapes are reviewed during class and are confidential.

I will attempt to make a personal visit to your school to observe the student. However, I foresee times when I will have to resort to phone calls or email because of time and numbers of students. I will be open to suggestions, comments, and communication from you at any time. (Phone: 612-624-4577; email: kwahl@umn.edu)

To show our appreciation for your generosity, your efforts, and your expertise, you will be awarded CEU's – 10 for the 150 hour practicum supervision and 30 for the 400 hour supervision. The CEU's will be presented at the Practicum Supervisor Appreciation Reception in the spring or they can be mailed to you at that time. Again, I thank you for agreeing to the interesting and demanding addition of a practicum student to your very busy school life.

Yours truly,

Kay Herting Wahl, Ed. D.
Director of School Counseling
Department of Educational Psychology
Counseling and Student Personnel Psychology
University of Minnesota

CONTINUING EDUCATION UNITS FOR ON-SITE PRACTICUM SUPERVISORS

Formula developed by Deanne Magnussen and Kay Herting Wahl, October, 2002.

Continuing Education Units for supervision will be presented at the Practicum Supervisor Appreciation Reception in May or they can be mailed to you at that time.

150 hour practicum = 10 CEU's

Requirements and Time commitments:

1 hour per week in individual supervision with the student

Completing: Learning Objectives Contract with the student

Evaluation of the student

Conference with the student and UMN practicum instructor

Other duties:

Co-teaching with the student

Individual instruction

400 hour practicum = 30 CEU's

Requirements and Time commitments:

1 hour per week in individual supervision with the student

Completing: Learning Objective with the student

2 Evaluations of the student

Conference with the student and UMN practicum supervisor

Other duties:

Co-teaching with the student

Individual instruction

GENERAL PRACTICUM INFORMATION

UMN School Counseling Program

1. Intent of Practicum

Practicum is the final activity in students' programs and is intended to provide them with the opportunity to engage in all the activities of a practicing school counselor in all three levels of education: elementary, middle/jr. high, and high school. Practicum experiences will take place at schools where the practicum student can work with clients and programs appropriate to the student's degree and licensure needs. School counseling activities occur at approved school sites and with licensed school counselors. In addition, the UMN program faculty will provide opportunity for discussion on professional issues related to the practice of school counseling through a weekly practicum class.

2. Practicum Class

Practicum class is held weekly on campus. The class provides students the opportunity to discuss, question, practice, and examine school counseling issues, counseling techniques and strategies, comprehensive programs, and school counselor role and function. Two taped sessions of the students' work at the 400 hour site and one taped session at each 150 hour site will be critiqued in class. Taping is confidential and completed only with written parent permission for the group or individual sessions.

3. Supervision

The site supervisor will choose, direct, and supervise the student's counseling activities. The supervisor will provide the practicum student with 1 hour of personal supervision/critiquing per week. The site supervisor must be a licensed school counselor with 2 years of school counseling experience.

4. Student Requirements

Students are required to complete 700 total hours of practicum experience. Of these 700 hours, 400 hours must be at the level of education where the student expects to work in the future. One hundred fifty hours of practicum experience must be completed at each of the other two levels of education, in compliance with the State of Minnesota license requirements. For example, if a student expects to be working at the high school level in the future, 400 hours of experience must be earned at the high school level, with 150 hours earned at the elementary and 150 at the middle school level.

5. Evaluation

The site supervisor and the UMN faculty member will complete evaluations of the practicum student. The student provides evaluation forms to the site supervisor. The forms may be completed by the supervisor in a confidential manner and mailed to the UMN faculty member, or the forms may be filled out with the student and returned to the faculty member via the student. The UMN practicum class instructor also evaluates the student on direct observation, classroom participation, and taped performances.

GUIDELINES FOR SITE SUPERVISORS

To the extent possible, the role of the site supervisor includes:

1. **Providing one hour of individual supervision per week to/for the practicum student.**
2. Providing an evaluation of the student's development and progress prior to the end of the academic term.
3. Introducing and orienting the student to the structure, programs, function, forms and procedural practices at the site.
4. Completing, with the student, a learning objectives contract identifying specific performance expectation and objectives for the practicum experience.
5. Familiarizing the student with policies and procedures regarding case management, record keeping and confidentiality, crisis team functions, abuse reporting procedures, the consulting role.
6. Orienting the student to the dynamics of the client population, including social needs and commonality of problems.
7. Affording the student the opportunity, as feasible, to identify with the supervisor as a professional practitioner by jointly participating in interviews, parent meetings, conferences, counseling sessions, classroom guidance lessons, etc.
8. Alerting the student, if necessary, to potential pitfalls involving school political realities.
9. Assigning and supervising the completion of tasks and responsibilities consistent with the student's role at the site.
10. Consulting the University practicum instructor in the event the supervisor becomes aware of personal or other issues which are impairing the student's learning and/or performance.
11. Providing work with a caseload representing a variety of client needs.
12. Providing opportunities for decision-making and risk-taking experiences.
13. Introducing the student to the professional and support staff.
14. Orienting the student to the site policies regarding appropriate dress, office hours, scheduled meetings and conferences, individual sessions, group sessions, etc.
15. Providing opportunities for experience in four areas of school counseling: individual counseling, group counseling, classroom guidance, and parent involvement.

FOUR AREAS OF SCHOOL COUNSELING PRACTICUM EXPERIENCE

The practicum experience is designed to provide the graduate student with as many realistic experiences in a school setting as possible. The ultimate goal is to allow the student to be involved in the 4 critical areas of school counseling to the extent possible.

1. INDIVIDUAL COUNSELING

- sessions with a variety of problem issues
- sessions with a variety of types and ages of clients
- sessions with multicultural students
- familiarize with procedures and process for internal and external referral sources

2. GROUP COUNSELING

- sessions with small groups on a variety of topics
- sessions with small groups on career information
- sessions with small ongoing support groups
- arranging the formation of a group, including: interviews, parent, teacher, and administrator approval, logistics of where and when to meet, etc.

3. CLASSROOM GUIDANCE

- completing lesson plans for classroom guidance lessons
- forming (possibly not completing) a unit of classroom guidance lessons
- conducting classroom guidance lessons
- conducting registration and/or career information sessions
- conducting transition sessions
- participate in registration and scheduling as needed
- participate in testing procedures/interpretations

4. PARENT INVOLVEMENT

- allow the student to observe and participate in parent conferences
- allow the student to observe parent phone conversations (with permission)
- conduct parent sessions when possible
- co-facilitate parent sessions, parent information nights, registration, etc.
- prepare parent education sessions for transition, career information, etc.

SCHOOL COUNSELING PRACTICUM REQUIREMENTS

Register for: EPsy 8503 & 8504, sec. 2; 3 credits each; A/F. You are required to complete two semesters of practicum.

- Requirements:**
- 1) Spend 400 hours at the educational level of your choice (high school, middle school/junior high, or elementary) and 150 hours at each of the other two levels under the direct supervision of a licensed school counselor.
 - 2) Meet individually with a site supervisor once a week for one hour. Your supervisor must hold at least an M.A. degree in counseling and have a current Minnesota school counseling license with 2 years of school experience.
 - 3) Practicum hours are accrued whenever the student is at the practicum site, working with the supervisor or under the supervisor's direction. Duties and hours are determined by the student and the on-site supervisor.
 - 4) Audio or video tape 4 sessions – two at the main site and one at each of the other two practicum sites.
 - 5) Meet two hours per week with a CSPP faculty member and a CSPP supervisor. Specific assignments to be determined by the faculty member.
 - 6) Complete and submit all required forms.

Site Selection: You are responsible for selecting your practicum site. A number of potential sites have been identified by program faculty and students. They will be shared with you at a general advising meeting during the first year in the program. In addition, a list of possible sites and evaluations of these sites by former practicum students are available for review in Room 206 Burton Hall. You may pursue one of the listed sites or develop your own practicum site. Most sites require resumes, letter of intent, and interviews. Application deadlines vary.

Minimum Practicum Hours: 700 hours plus 60 hours in practicum class.

PRACTICUM SITE SELECTION PROCESS

For Minneapolis, St. Paul, and Osseo: see next page.

1. The student applying for a practicum site must be currently enrolled in the UMN Master's degree program or the Licensure Only program in school counseling and have met requirements for the practicum experience.
2. Students must choose a core level of education of primary interest: elementary, middle/jr. high, or high school.
3. The student must contact a licensed school counselor, working in a school at the core level of their interest.

Purpose of the contact:

- a) identify yourself, UMN, school counseling program
 - b) inquire as to the possibility of being accepted for a 400 or a 150 hour practicum experience
 - c) request an appointment to discuss a practicum experience to ascertain dates, times, etc.
 - d) offer to provide information about the practicum requirements, for the counselor and the student – use the handbooks
 - e) offer to provide information about yourself (resume, transcript, etc.) and be available for an interview.
 - f) provide UMN contact information for the school counselor site supervisor –
Dr. Kay Herting Wahl, School Counseling Program Director: phone - 612-624-4577; email: kwahl@umn.edu
4. The student must also contact licensed school counselors at the other two levels of education. The student must follow the outlined procedures for obtaining permission to complete the practicum experience at each of the other two sites. The sites may all be in the same district or may be in different districts.
 5. The practicum experience at the different sites may be arranged at different times throughout the school year. The recommended sequence is to complete the 400 hour site first, during the fall semester. The 400 hr. site may need to be continued into the spring semester. The other sites can be completed concurrently or sequentially in the spring semester.
 6. The student will arrange the practicum site with the site supervisor who will agree to provide a supervision hour each week for the student. The student will also attend practicum class on campus for 2 hours each week for direct supervision by the instructor and group supervision by the practicum class.

PRACTICUM SITE SELECTION PROCESS

For Minneapolis, St. Paul, and Osseo School Districts

1. The student applying for a practicum site must be currently enrolled in the Master's degree program or the Licensure-Only program in school counseling at UMN. The student must also meet the requirements for the practicum experience.
2. Students interested in practicum experiences in the Minneapolis, Saint Paul or Osseo schools must inform Dr. Kay Herting Wahl, UMN program director, or her assistant. The student must then send a letter of intent and resume to the following district official:

Minneapolis Schools: Linda Conley, Director of Guidance and Counseling,
807 NE Broadway
Minneapolis MN 55413
Phone: (612) 668-5478

Saint Paul Schools: Colleen Baldrica, Lead Counselor
1930 Como Ave
St. Paul MN 55108
Phone: (651) 603-4943
Deadline: May 1

Osseo Schools: Dan McLaughlin, Human Resources Generalist
Osseo Public Schools—ISD 279
11200 93rd Ave. North
Maple Grove, MN 55369
Phone: (763) 391-7268
Deadline: April 1

3. The selection process requires: Send resume and letter of intent that includes:
 - a) Level of your core area,
 - b) Possible schools in the district you may have already observed or have met the counselor
 - c) Possible time frame (e.g. 400 hours in high school during fall semester, 3 days a week)
 - d) Current contact information, as well as summer contact information.
4. The selection process may also require: Transcript and an interview.
5. Upon recommendation from the district official, the student will be assigned to a site and a site-supervisor. Decisions are usually made prior to the end of the semester but may not be confirmed until mid-summer.
6. Students **do not** contact individual counselors for practicum sites, but may contact counselors for observation sessions.

REQUIRED PRACTICUM FORMS

Form	Due Date	To Whom
Student selection of practicum site (p.11)	5/01 of your first year	Clinical training assistant
Observation confirmation (p.12)	5/01 of your first year	Practicum instructor
Practicum data sheet (p.13)	First day of practicum class in the fall semester	Practicum instructor
Practicum agreement (p.14)	Within the 1 st month of fall semester	Practicum instructor
Learning objectives contract (p.15)	By the end of September	Practicum instructor
Tape permission forms (p.18)	Needed with the tape	Practicum instructor
Counseling logs - daily (p.19)	Daily	Keep in the practicum folder
Practicum hour logs (p.20)	Weekly	Keep in the practicum folder
Individual Supervision Session Report (p.21)	Weekly	Keep in the practicum folder
Evaluation of practicum student (p.22)	At the end of the practicum experience	Practicum instructor Keep a copy for yourself
Evaluation of practicum student (400hr) (p.25)	Mid-practicum, and at the end of the practicum experience	Practicum instructor Keep a copy for yourself
Evaluation of practicum site (p.29)	At the end of each practicum experience	Clinical training assistant

SCHOOL COUNSELING

PRACTICUM AGREEMENT

The Counseling and Student Personnel Psychology program of the University of Minnesota (UMN), the _____ School of School District No. _____, community of _____, Minnesota, and Mr./Ms. _____, practicum student, agree to a school counseling practicum experience according to the conditions outlined by the UMN School Counseling Program. The Supervisor on-site agrees to provide one hour of individual supervision to the student per week, and the student will be allowed to audio or visually tape certain sessions with clients at the site.

Upon signatures of the practicum student, the school administrator, the supervising counselor, and the UMN counselor educator, the agreement is deemed to be in effect for the duration of the practicum experience in the _____ school year.

Practicum Student

Date

Supervising Counselor

Date

UMN Counselor Educator

Date

K - 12 School Administrator

Date

LEARNING OBJECTIVES CONTRACT

UMN School Counseling Program

Student: _____

Practicum Site: _____

Practicum Supervisor: _____

Supervisor's Ph. # _____ Email _____

Total hours to be completed at this site: _____

Date: _____

Learning Objectives—Practicum Supervisor:

Please identify the expectations you have for the practicum student. In your discussion with the student please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the student accomplish while working in your school. These objectives can serve as a helpful scale by which to evaluate the student's progress. Please be as specific as possible.

1. _____

2. _____

3. _____

Learning Objectives—Student:

Please identify the expectations you have for your practicum site. Before beginning your work, meet with your supervisor and discuss these objectives. These may include personal goals you hope to accomplish, experiences you hope to have, skills you hope to gain, etc., during your work at this school. These objectives can serve as a helpful scale by which you can evaluate the practicum experience. Please be as specific as possible.

1. _____

2. _____

3. _____

PRACTICUM TAPING EXPLANATION

Counseling and Student Personnel Psychology Program Professional School Counseling

For a variety of reasons, practicum students are required to periodically submit examples of their counseling skills for evaluation. These examples will be submitted through an audio or visual taped session conducted at the practicum site. One reason for the taped sessions is for the site supervisor's protection and assistance. With a taped counseling session, the supervisor may verify evaluations and conclusions about the student. Another reason is to allow the UMN educator to evaluate the skill level and professionalism of the student during the practicum experience. The final reason is for the student to be able to ascertain strengths and weaknesses in their own counseling approach.

Permission for the taping is essential - permission from the parent, student, school supervisor, administration - according to school policy. Forms will be provided for the student and parent to sign. The form will explain the policy of the UMN practicum class and will explain confidentiality issues. Any other forms needed or required by the school district will be strictly utilized by the student.

The focus of the taping session is totally on the graduate student and the skills displayed. The tapes will be reviewed in the practicum class at UMN, will be held in strict professional confidentiality, and will be destroyed after being critiqued.

Taped sessions of individual, group, and classroom guidance are requested. It is understood that all of these experiences may not be possible to tape, but the practicum students must be able to tape some sessions. All privacy policies required by the school district will be strictly observed by the practicum student and UMN.

UNIVERSITY OF MINNESOTA SCHOOL COUNSELING

TAPE PERMISSION FORM

Dear Parent/Guardian,

As part of the training of future professional school counselors, practicum students from the University of Minnesota (UMN) are required to provide evidence of their counseling skills. For the school counseling practicum students, this is their "student teaching" experience. All practicum students are supervised by your school counselor and by a professor at the university.

Practicum students at UMN are required to periodically submit examples of their counseling skills. This is done through audio or visual tapes of sessions at the practicum site. The purpose of these tapes is solely to evaluate the skills of the school counselor practicum student and to provide additional educational training for other practicum students in the class. The tapes are reviewed only by the appropriate UMN professor, the practicum student and the school counseling class of practicum students.

After the tape is reviewed, it is erased. Practicum students are ethically and professionally prohibited from discussing the contents of the tape with anyone other than their supervisors and practicum classmates, unless a student client indicates that he/she is sexually or physically abused, or if a student client indicates that he/she intends to hurt him/herself or others. In these cases, practicum students, like all educators in Minnesota, are required to act on behalf of the child and report such information to the proper authorities.

Your assistance is requested in allowing us to tape a session with your child. Your child has indicated to the practicum student at school that he/she is agreeable to taping a counseling session. Your signature is needed before any taping can be done. Please sign the lower portion of this letter and send that portion with your child or by mail to your school counselor or the practicum student at your child's school. Thank you for your consideration of this request.

Name of UMN Practicum Student: _____

Name of School Counselor: _____

Permission For Taping

I have read the letter from University of Minnesota explaining the nature and requirements of school counseling practicum students in the School Counselor Program. I grant permission to the practicum student to tape one (1) individual session or one (1) group session with my child, for review by the UMN counselor education program and the practicum students. I understand that this tape will be used only for the training of school counselor practicum students and that it will be erased immediately after its review and evaluation.

Signature of Student: _____ Date: _____

Signature of Parent/Legal Guardian: _____ Date: _____

ON-SITE INDIVIDUAL SUPERVISION SESSION REPORT

- *To be filled out weekly by the student and/or supervisor:*

Subject	Comments
Focus of the supervision session (weekly topic):	
Strengths of student (related to weekly topic):	
Areas for growth	
Follow-up for next session:	
Ethical concerns about issues at the site:	

Please Sign and Date

Supervisor

Student

Date

EVALUATION OF PRACTICUM STUDENT

**School Counseling Practicum
Counseling and Student Personnel Psychology (CSPP)
University of Minnesota
150 Hour Practicum Experience**

Student Name: _____ Phone: _____
 Email: _____
 Site Supervisor's Name: _____ Phone: _____
 Email: _____

Practicum Site: _____

Semester: _____ Year: _____

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

Please rate the student's performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for observation

Counseling Process/Skills/Case Conceptualization

- | | | | | | |
|----------|----------|----------|----------|----------|--|
| 1 | 2 | 3 | 4 | N | 1. Establishes and maintains confidential boundaries. |
| 1 | 2 | 3 | 4 | N | 2. Quickly builds rapport. |
| 1 | 2 | 3 | 4 | N | 3. Uses basic helping skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses). |
| 1 | 2 | 3 | 4 | N | 4. Uses advanced helping skills appropriately (confrontation, interpretation, self-disclosure, referrals, etc.). |
| 1 | 2 | 3 | 4 | N | 5. Explains, administers, and interprets assessment instruments effectively. |
| 1 | 2 | 3 | 4 | N | 6. Conceptualizes client concerns/formulates clinical hypotheses. |
| 1 | 2 | 3 | 4 | N | 7. Works with the client to establish counseling/helping goals. |

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N | 8. Works with the client toward achieving counseling/helping goals. |
| 1 | 2 | 3 | 4 | N | 9. Maintains professional boundaries with students. |
| 1 | 2 | 3 | 4 | N | 10. Terminates counseling relationship effectively. |

Professional Attitude and Behavior

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 11. Uses supervision (comes prepared, seeks out feedback and learning opportunities). |
| 1 | 2 | 3 | 4 | N | 12. Is open and responsive to feedback. |
| 1 | 2 | 3 | 4 | N | 13. Engages in open and clear communication with peers and supervisors. |
| 1 | 2 | 3 | 4 | N | 14. Recognizes the boundaries of his/her competencies. |
| 1 | 2 | 3 | 4 | N | 15. Demonstrates a personal commitment to develop professional competencies. |
| 1 | 2 | 3 | 4 | N | 16. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. |
| 1 | 2 | 3 | 4 | N | 17. Is punctual and keeps appointments. |
| 1 | 2 | 3 | 4 | N | 18. Completes case records in a timely and accurate manner. |
| 1 | 2 | 3 | 4 | N | 19. Demonstrates ethical and legal behavior in counseling, case management, and supervision. |
| 1 | 2 | 3 | 4 | N | 20. Has an accurate perception of his/her strengths and limitations. |

Working in the School Setting

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 21. Conducts classroom guidance and teaching activities. |
| 1 | 2 | 3 | 4 | N | 22. Assists students with educational and career decision-making through individual and/or group counseling and/or classroom guidance. |
| 1 | 2 | 3 | 4 | N | 23. Conducts administrative tasks (scheduling, class changes, etc.). |

- | | | | | | |
|----------|----------|----------|----------|----------|--|
| 1 | 2 | 3 | 4 | N | 24. Demonstrates appropriate consultation skills with parents, teachers, administrators, and counselors. |
| 1 | 2 | 3 | 4 | N | 25. Coordinates referrals to school psychologists, nurses, social workers, and community providers. |
| 1 | 2 | 3 | 4 | N | 26. Works effectively with staff members. |
| 1 | 2 | 3 | 4 | N | 27. Follows the policies and procedures of the school site and the school district. |

Overall Evaluation

- | | | | | | |
|----------|----------|----------|----------|--|--|
| 1 | 2 | 3 | 4 | | 28. Your overall evaluation of the student's level of performance this semester. |
|----------|----------|----------|----------|--|--|

Comments: (Please list at least two of the student's major strengths and two areas for improvement.)

Strengths:

1)

2)

Improvement:

1)

2)

Signatures please:

Date: _____

Student: _____

Date: _____

Site Supervisor _____

Date: _____

Practicum Supervisor: _____

EVALUATION OF PRACTICUM STUDENT

School Counseling Practicum Counseling and Student Personnel Psychology (CSPP) University of Minnesota 400 Hour Practicum Experience

Student Name: _____ Phone: _____

Email: _____

Site Supervisor's Name: _____ Phone: _____

Email: _____

Practicum Site: _____

Semester: _____ Year: _____

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

Please rate the student's performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for observation

<i>Mid-Practicum Progress</i>	COUNSELING SKILLS	<i>Final Evaluation</i>
1 2 3 4 N	1. Establishes and maintains confidential boundaries.	1 2 3 4 N
1 2 3 4 N	2. Quickly builds rapport.	1 2 3 4 N
1 2 3 4 N	3. Uses basic helping skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses).	1 2 3 4 N
1 2 3 4 N	4. Uses advanced helping skills appropriately (confrontation, interpretation, self-disclosure, referrals, etc.).	1 2 3 4 N
1 2 3 4 N	5. Explains, administers, and interprets assessment instruments effectively.	1 2 3 4 N
1 2 3 4 N	6. Conceptualizes client concerns/formulates clinical hypotheses.	1 2 3 4 N
1 2 3 4 N	7. Works with the client to establish counseling/helping goals.	1 2 3 4 N
1 2 3 4 N	8. Works with the client toward achieving counseling/helping goals.	1 2 3 4 N

1 2 3 4 N	9. Maintains professional boundaries with students.	1 2 3 4 N
1 2 3 4 N	10. Terminates counseling relationship effectively.	1 2 3 4 N
Professional Attitude and Behavior		
1 2 3 4 N	11. Uses supervision (comes prepared, seeks out feedback and learning opportunities).	1 2 3 4 N
1 2 3 4 N	12. Is open and responsive to feedback.	1 2 3 4 N
1 2 3 4 N	13. Engages in open and clear communication with peers and supervisors.	1 2 3 4 N
1 2 3 4 N	14. Recognizes the boundaries of his/her competencies.	1 2 3 4 N
1 2 3 4 N	15. Demonstrates a personal commitment to develop professional competencies.	1 2 3 4 N
1 2 3 4 N	16. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members.	1 2 3 4 N
1 2 3 4 N	17. Is punctual and keeps appointments.	1 2 3 4 N
1 2 3 4 N	18. Completes case records in a timely and accurate manner.	1 2 3 4 N
1 2 3 4 N	19. Demonstrates ethical and legal behavior in counseling, case management, and supervision.	1 2 3 4 N
1 2 3 4 N	20. Has an accurate perception of his/her strengths and limitations.	1 2 3 4 N
Working in the School Setting		
1 2 3 4 N	21. Conducts classroom guidance and teaching activities.	1 2 3 4 N
1 2 3 4 N	22. Assists students with educational and career decision-making through individual and/or group counseling and/or classroom guidance.	1 2 3 4 N
1 2 3 4 N	23. Conducts administrative tasks (scheduling, class changes, etc.).	1 2 3 4 N
1 2 3 4 N	24. Demonstrates appropriate consultation skills with parents, teachers, administrators, and counselors.	1 2 3 4 N
1 2 3 4 N	25. Coordinates referrals to school psychologists, nurses, social workers, and community providers.	1 2 3 4 N
1 2 3 4 N	26. Works effectively with staff members.	1 2 3 4 N

1 2 3 4 N 27. Follows the policies and procedures of the school site and the school district. 1 2 3 4 N

Overall Evaluation

1 2 3 4 28. Your overall evaluation of the student's level of performance this semester. 1 2 3 4

NARRATIVE COMMENTS

From Site Supervisor

Please use the next page if you wish to add comments.

MID-PRACTICUM PROGRESS REPORT

1. Counseling strengths:

2. Areas needing improvement:

3. Overall evaluation of student's performance function independently:

4. How might the practicum experience be improved for the student and/or the site?

FINAL EVALUATION

1. Counseling strengths:

2. Areas needing improvement:

3. Overall evaluation of student's and ability to function independently:

4. How might the practicum experience be improved for the student and/or the site?

Signatures please:

Date: _____

Site Supervisor _____

Date: _____

Practicum Supervisor: _____

EVALUATION OF PRACTICUM SITE

UMN School Counseling Program

Student Name: _____ Date: _____

Site Supervisor Name: _____

Practicum Site(School name/City name): _____

Would you recommend this site to others: _____ Overall rating (1-10): _____

****These evaluations will be available to other students to assist them in choosing a practicum site****

PLEASE CIRCLE THE NUMBER THAT BEST CORRESPONDS TO YOUR PERCEPTIONS.

- | | | |
|----|--|---|
| 1. | Did not know what to expect from my practicum setting. | Adequate and accurate practicum information available; knew what to expect. |
| | 1 2 3 | 4 5 |
| 2. | No orientation received from supervisor or other staff. | Good orientation from all those concerned with my practicum experience. |
| | 1 2 3 | 4 5 |
| 3. | Expectations and supervisory promises were not obtained from the practical experience. | Expectation and supervisory promises were well obtained. |
| | 1 2 3 | 4 5 |
| 4. | Too little time to accomplish all learning desired. | Ample time to accomplish and learn. |
| | 1 2 3 | 4 5 |
| 5. | Much time spent was wasted and/or managed poorly. | Little or no time was wasted. |
| | 1 2 3 | 4 5 |
| 6. | My supervisor was not often available which left me without guidance or support in many instances. | My supervisor was always available for guidance, help, case conferences or suggestions. |
| | 1 2 3 | 4 5 |

7.	Too much responsibility was placed on me without adequate preparation being allowed on my part.				Adequate preparation and opportunity for assuming responsibility was built into the experience.	
		1	2	3	4	5
8.	No freedom to exercise own judgement or try out ideas.				Able to freely exercise own judgement in trying out ideas.	
		1	2	3	4	5
9.	Supervisor did not share opinions and ideas on professional issues.				Supervisor fully shared opinions and ideas on professional issues.	
		1	2	3	4	5
10.	Received no evaluation feedback of my strengths and weaknesses.				Gained a much better understanding of my strengths and weaknesses.	
		1	2	3	4	5
11.	Received no feedback from supervisor on my on-the-job performance.				Received ample and appropriate from feedback from supervisor on my performance.	
		1	2	3	4	5
12.	Felt treated as an outsider isolated from ongoing activities.				Viewed as a professional, an equal, a colleague on the staff.	
		1	2	3	4	5
13.	No opportunity for contact with other staff members.				Frequent and helpful contact with many staff members.	
		1	2	3	4	5
14.	Staff members not willing to work with me in areas where I needed extra help.				Staff members were quite willing to spend extra time to train or teach me.	
		1	2	3	4	5
15.	No opportunity for contact with staff from other offices.				Frequent contact with staff members from other offices.	
		1	2	3	4	5

16.	No real opportunity to observe professional role models within practical work setting.				Ample opportunity to observe role models representing the full range of professional activity and behavior.	
		1	2	3	4	5
17.	No opportunity to observe professional role models of my own sex within the practical work setting.				Ample opportunity to observe professional role models of my own sex within the practical work setting.	
		1	2	3	4	5
18.	No opportunity to become involved with the different functions within assignment area.				Ample opportunity to become involved in many different types of functions within the assignment area.	
		1	2	3	4	5
19.	No direct contact with clients within the work.				Ample opportunity to become directly involved with clients.	
		1	2	3	4	5
20.	No exposure to, or opportunity to learn more about available resources within the office.				Ample exposure to available resources and their uses within the office.	
		1	2	3	4	5
21.	No exposure or opportunity to work with other resource facilities or personnel outside the office.				Encouragement and opportunity to work with outside resource personnel and facilities.	
		1	2	3	4	5
22.	Professional ethics were neither discussed nor exemplified within the practical work setting.				Professional ethics were discussed and exemplified within the practical work setting.	
		1	2	3	4	5
23.	Discrimination problems (sex, race, etc.) were not dealt with in practical work setting.				Problems of discrimination appeared to be handled adequately within the practical work setting.	
		1	2	3	4	5

24.	There was no clear structure or direction to the experience.				The experience was structured in such a way as to promote learning.			
		1	2	3		4	5	
25.	I observed or acquired few or limited competencies or skills.				I was exposed to and had opportunity to develop a wide range of competencies and skills.			
		1	2	3		4	5	
26.	Had no opportunity to achieve my personal objectives as established at beginning of practical experience.				Had ample opportunity to achieve my personal objectives as established at the beginning of practical experience.			
		1	2	3		4	5	
27.	I was totally dissatisfied with practicum experience.				Completely satisfied with practicum experience.			
		1	2	3		4	5	
28.	As a result of the practicum experience I feel discouraged about both the state of the profession and my place in it.				As a result of the practicum experience I have been highly motivated and encouraged about entering the profession.			
		1	2	3		4	5	

Suggestions for improving this practicum experience:

What would you have liked to know before you applied to this site?

K-12 SCHOOL COUNSELOR LICENSING PROCEDURES

After the M.A. degree has been conferred and is **confirmed on an official transcript (usually 2 weeks after the end of the semester)**, follow the procedural steps listed below. All completed material, #1-6, **must be turned in to the School Counseling Director, Dr. Kay Herting Wahl.**

1. Obtain the license application packet from:

Personnel Licensing Section
 Minnesota Department of Education
 1500 Highway 36 West
 Roseville, MN 55113-4266
 (651) 582-8691
http://education.state.mn.us/html/intro_licensure.htm

2. Complete the application form.
3. Fill out the conduct review statement and include a **cashier's check** for \$31.00 to Dept. of Ed., to pay for a background check.
4. Complete the fingerprint card in your packet at your local police station – usually \$15.00 and an appointment.
5. Obtain an official transcript that includes your MA degree status – usually 2 weeks after graduation.
6. Include a check for \$57.00 to the MN Dept. of Ed. to pay for the license.
7. Turn in **all** material to the School Counseling Director, Dr. Kay Herting Wahl.
8. Dr. Kay Herting Wahl will verify materials, your program of study, write a letter confirming your eligibility for a license, and send the packet on to the licensing review office at UMN.
9. The licensing review office reviews the materials, program of study, and application form. The office sends the packet on to Dept. of Ed..
10. Dept. of Ed. inspects the packet and includes the background check.
11. This entire procedure takes 6 to 8 weeks.

Note: It takes approximately 2 to 3 weeks for the MA degree status to appear on a transcript at the end of the semester. If the student has all other materials prepared and can submit the material to Dr. Kay Herting Wahl when the transcript is ready, the license will likely be ready by the end of July, at the earliest. If school districts require the license for interviews, job applications, or contracts, Dr. Kay Herting Wahl will write an eligibility letter to add to the student's resume – upon request of the student.

SAMPLE INTERVIEW QUESTIONS **FOR PRACTICUM APPLICANTS**

1. What are your long-range and short-range goals and objectives?
2. What do you see yourself doing five years from now?
3. What can you bring to this practicum?
4. What do you consider your greatest strengths and weaknesses?
5. How have life experiences affected your counselor development?
6. Give an example a conflict that arose at one of your previous jobs and tell me what you did to address it?
7. What motivates you to put forth your greatest effort?
8. How will you establish boundaries in your work as a counselor?
9. What are your experiences with assessment tools and graduation standards?
10. Why do you want to do your practicum at this site?
11. How do you think a friend or previous employer would describe you?
12. What activities would you be interested in pursuing during the practicum?
13. How do you determine and evaluate success?
14. Describe the relationship that should exist between a supervisor and a supervisee?
15. What led you into the field of counseling?
16. What is your theoretical orientation?
17. Tell me an ethical issue you have studied or had to deal with?
18. What are your experiences in working with diverse populations?
19. What are important elements of teamwork?
20. What are your expectations about your practicum?
21. If I talk to your peers, what would they say about you that are different from what you think about yourself?