

Niagara University

School Counseling Practicum/School Counseling Internship Contract

This agreement is made on _____ by and between _____
(Date) (Field Site)
and Niagara University School Counseling Program. The agreement will be effective for
a period from _____ to _____.

Purpose

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of counseling.

The University Program agrees...

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site.
3. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur; and
4. That the university supervisor will determine the final grade in collaboration with the site supervisor.

The Practicum/Internship Site agrees...

1. to assign a practicum/internship supervisor who has appropriate credentials, times and interest for training the practicum/internship student;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
3. to provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities;
4. to provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and or/live supervision;
5. to provide written evaluation of student based on criteria established by the university program;
6. to not involve students in any form of billing for professional services.

Within the specified time frame, _____ will be the primary practicum/internship site supervisor. School counselor responsibilities will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. _____ will be the faculty liaison with whom the student and practicum/internship site supervisor will communicate regarding progress, problems and performance evaluations.

We have reviewed, discussed, and agree to meet the expectations/competencies as indicated in the evaluation form. (Appendix L)

Practicum/Internship Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Faculty Liaison: _____ Date: _____

Evaluation SCHEMATIC

Assessment of Competencies of Professional Counselors: An Evaluation Schematic

When using the columns located in the assessment section of this manual, the following key is recommended:

- 5 ■ High
The professional counselor performed extremely well in this area.

- 4 ■ High Average
The professional counselor's performance level is more than adequate in this area.

- 3 ■ Average
The professional counselor possesses adequate competence in this area.

- 2 ■ Low Average
The professional counselor possesses competence in this area, but needs to improve performance.

- 1 ■ Low
The professional counselor clearly lacks competence in this area.

- NO ■ No opportunity to assess or not observed
The professional counselor has not performed or has not had supervisor observation of performance in this competency area.

- NE ■ Not essential to assessment
The professional counselor does not consider that the competency statement, guideline, or both are requisite to current counseling performance and requirements.

21 School Counseling

Goal Statement

The professional school counselor possesses the personality characteristics, knowledge, and skills required of the effective helper, complies with ethical standards, and develops, maintains, and provides effective counseling, guidance, consultation, coordination, organization, and administration skills and expertise appropriate for a school setting.

Competencies	Performance Guidelines	Assessment								
		Low		Average			High	NO	NE	
		1	2	3	4	5				
1. The counselor is a skilled professional who is able to:	The professional counselor provides evidence of competence by demonstrating the ability to:									
1. Help schools and students meet goals.	<p>1.1 Explain personal and professional strengths and limitations.</p> <p>1.2 Make and maintain personal professional growth plans.</p> <p>1.3 Actively engage in personal career development planning.</p> <p>1.4 Participate in professional development and continuing education opportunities on a regular basis.</p> <p>1.5 Continue to follow current and innovative strategies and theories in the field of counseling.</p>	1.1								
2. Design and implement a comprehensive, developmental school counseling program.	<p>2.1 Understand the intellectual-, ego-, moral-, and task-oriented theories of child and adolescent development as well as the physiological development of children and adolescents.</p> <p>2.2 Demonstrate knowledge of national and state models for comprehensive developmental guidance programs (e.g., Alaska Model, Idaho Model, Missouri Model, Texas Model, Wisconsin Model).</p> <p>2.3 Assess needs of all students and others served by preparing and administering a comprehensive needs assessment of students, teachers, administrators, other school personnel, and parents.</p> <p>2.4 Develop, implement, and coordinate a comprehensive developmental school counseling curriculum that covers the major areas of developmental needs—personal, social, academic, and career.</p>	2.1								
		2.2								
		2.3								
		2.4								

Competencies

Performance Guidelines

Assessment

Competencies	Performance Guidelines	Assessment											
		Low		Average			High		NO	NE			
		1	2	3	4	5							
The counselor is a skilled professional who is able to:	The professional counselor provides evidence of competence by demonstrating the ability to:												
2. Design and implement a comprehensive, developmental school counseling program. (continued)	2.17 Advocate removal of barriers to student success. Employ and promote school counselors who possess the ability to recognize, appreciate, and serve cultural differences and the special needs of students and families.	2.17											
	2.18 Inform students of financial aid available for postsecondary students.	2.18											
3. Manage the school counseling program.	3.1 Be provided with and maintain a budget for the school counseling program.	3.1											
	3.2 Maintain optimal counselor-student ratios for providing appropriate services.	3.2											
	3.3 Hire certified school counselors with appropriate knowledge and skills for working with students (pre-K through postsecondary), parents, teachers, and administrators.	3.3											
	3.4 Have appropriate resources (books, videos, computer programs, activity books, post secondary materials, college catalogues, and career materials) available to meet the needs of all students.	3.4											
	3.5 Have available appropriate office space for counseling and a group counseling area for meeting the needs of all students.	3.5											
	3.6 Have telephones and computers available in each office.	3.6											
	3.7 Attend professional development workshops that will update skills and knowledge in areas that relate to the needs of students.	3.7											
	3.8 Maintain an office staff dedicated to school counselors, students, parents, teachers, and administrators and skilled in clerical areas.	3.8											
4. Provide individual and group counseling.	4.1 Use a consistent theoretical framework to offer effective counseling to students.	4.1											
	4.2 Counsel individual students to meet remedial, preventive, and developmental needs.	4.2											
	4.3 Identify students in need of additional counseling.	4.3											

Assessment

Performance Guidelines

Competencies

Competencies	Performance Guidelines	Assessment						
		Low	Average			High	NO	NE
		1	2	3	4	5		
<p>The counselor is a skilled professional who is able to:</p> <p>5. Consult with students, teachers, parents, administrators, and others. <i>(continued)</i></p> <p>6. Coordinate services available to students, their families, teachers, and school-related personnel.</p> <p>7. Facilitate the educational, personal, social, and career development of all students.</p>	<p>The professional counselor provides evidence of competence by demonstrating the ability to:</p> <p>5.4 Assist teachers in developing curriculum in areas related to counseling, such as career development and psychosocial development.</p> <p>5.5 Conduct staff development on problem areas that may affect students in schools, such as depression, suicide, attention-deficit hyperactivity disorder, eating disorders, risk of failure, violence, homelessness, and pregnancy.</p> <p>6.1 Encourage cooperative relationships among and between the school, businesses, and members of the local community.</p> <p>6.2 Develop an effective referral process for assisting students and school personnel in obtaining services of specialized individuals within the school system and agencies within the community.</p> <p>6.3 Make referrals to professionals within the school system if deemed necessary.</p> <p>6.4 Make appropriate referrals to outside agencies if necessary.</p> <p>6.5 Study and conduct liaison with outside agencies to be knowledgeable of agency expertise, credentialing, accreditation, and reputation of outside individual and agency.</p> <p>6.6 Assist specific program personnel with appropriate student referrals.</p> <p>7.1 Help students understand interrelationships among and between educational, career, and overall human development.</p> <p>7.2 Collaborate in identifying, obtaining, and disseminating appropriate educational and career development resources.</p> <p>7.3 Adapt educational and career resources for dissemination to students through infusion in all aspects of the curriculum.</p>							
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	6.1							
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	6.5							
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	7.1							
7.2								
7.3								

Competencies

Performance Guidelines

Assessment

		Assessment						
		Low	Average	High	NO	NE		
<p>The counselor is a skilled professional who is able to:</p> <p>8. Help select and interpret student assessment data. <i>(continued)</i></p> <p>9. Demonstrate regard for professional development and ethical standards.</p>	<p>The professional counselor provides evidence of competence by demonstrating the ability to:</p> <p>8.6 Use appraisal data to identify students who have specific needs.</p> <p>8.7 Coordinate interviewing and identify needs of new students and parents prior to enrollment.</p> <p>8.8 Review student progress and make reports to parents, teachers, and administrators about student development, adjustment, and achievement.</p> <p>8.9 Serve on committees to determine that assessment tools are appropriate for the student or students being evaluated.</p> <p>8.10 Serve on the committee that determines that assessment tools are not biased toward any student.</p> <p>9.1 Obtain state and national professional credentials.</p> <p>9.2 Maintain active membership in local, state, and national organizations, such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), and state and local divisions of ACA and ASCA.</p> <p>9.3 Abide by established state and federal laws and appropriate ethical and professional standards developed by ACA, ASCA, and other organizations.</p> <p>9.4 Adhere to school board and individual school policies.</p>	1	2	3	4	5		
	8.6							
	8.7							
	8.8							
	8.9							
	8.10							
	9.1							
	9.2							
	9.3							
	9.4							

Student Signature _____ Date _____

On-Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____