

**PSYCHOLOGY 790: INTERNSHIP  
SCHOOL COUNSELING**

**COURSE DESCRIPTION**

Provides a student with a supervised field experience. Students should contact their program director for specifics concerning the internship experience. Course will be graded on an S/U basis. *Prerequisite(s): Permission of program director.*

**Office Hours:** Feel free to make individual appointments and we will work with you to find a mutually convenient time. Make sure that you contact your faculty supervisor as soon as possible if you are involved with reporting suspicion of child neglect or abuse.

**Before Internship Begins (Fall semester), Upload the Following to the School Counseling Hub on Canvas if you have not already done so:**

- SC Program Informed Consent
- Program of Study
- Practicum Site Contract
- Internship Site Contract
- Counseling Programs Online Learning Agreement
- CHBS College Acknowledgment of Risk Form (print/upload or upload a statement that says you have completed it)
- Professional Protocols for Counseling Program Members

**Before Internship Concludes (week preceding exam week of Spring semester), Upload the Following to the School Counseling Hub on Canvas:**

- Graduation Forms
- Documentation for Licensure: First Aid/AED/CPR; Dyslexia (VDOE); Child Abuse Training (VDOE); Behavior Intervention and Support Training (VDOE); Cultural Competency (VDOE)
- Link to Electronic Portfolio
- Most recent resume or vita
- Remediation Plan (if applicable)

**Course Description:**

The school counseling internship provides an opportunity for students to implement and practice skills learned during academic coursework, while obtaining close supervision on and off site. Students will read current literature in the school counseling field and also will implement skills such as consultation, peer supervision, and program implementation/evaluation as outlined by ASCA

The internship is an arranged, two semester supervised opportunity for the student to perform all the activities that a regularly-employed counselor in a school setting would be expected to perform. Students are expected to observe the schedule of the internship site, including their vacation and break schedule. An appropriate site location allows the student to obtain audio or video recordings for use in the supervision of the student's interactions with clients appropriate to school counseling. Also, students should be supervised on-site by school counselors who have been licensed as a school counselor for a minimum of two years. The internship

requires a **minimum of 300** clock hours each semester with a **minimum of 120** clock hours of direct service work.

Students complete two, 300-hour internships over the course of a year. Each internship will be at a different level (i.e. elementary, middle, or high). Over the course of the year, interns will engage in processes congruent with the ASCA National Model and the CACREP standards, such as: a program review of the internship site school counseling program (using the components of the ASCA model) and an integrative project that incorporates CACREP standards G.3. i, j, and k. The course also entails current research and best-practices relevant to school counseling listed via SPECIAL TOPICS COVERED IN CACREP STANDARDS LISTED ON FULL SYLLABUS ON CANVAS.

Interns work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Interns will be challenged to appropriately conceptualize student needs and collaborate with other professionals, parents, and guardians to best meet the identified needs of students. They will also learn and understand the role and responsibilities of school counselors within the school environment/community.

***Before beginning internship***, students must complete the on-line version of the Child Abuse Recognition and Intervention training from the Virginia Department of Education, as well as the ASSIST training for suicide prevention/intervention. Certificates of completion must be submitted to the instructor. In order to submit your license application in the state of Virginia, you must complete the trainings required by the VDOE (list of licensure requirements are listed on the next page of this syllabus) .

#### **Materials Needed and Reminders:**

- You will need an account on Supervision Assist, the FERPA/HIPPA compliant platform that we use to house counseling recordings
- You will need to **keep copies of your logs** at home and turn in copies to the University for your permanent file, uploading these to the School Counseling Hub on Canvas. Make sure back-up copies are made before submitting logs to the instructor. Logs should also be completed on Supervision Assist
- This syllabus serves as a class contract. ***It is very detailed and it is your responsibility to record assignments due and fulfill all responsibilities as outlined in this syllabus. The course instructor will not provide reminders.*** Please read and review all assignments and requirements, and complete them as outlined.

**SEE APPENDIX A FOR SCHOOL COUNSELING SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS (in full syllabus on Canvas)**

**SEE APPENDIX B FOR: School Counseling KPI Rubrics Associated with Course for Final Evaluation**

**SEE APPENDIX C FOR: Sample Contract and Recording Permission form for Intern and Supervisors**

**SEE APPENDIX D FOR: Virtual Learning Guidelines**

#### **REQUIRED TRAINING BFORE OR DURING THIS COURSE**

##### **Workshops**

October 28: Interprofessional Workshop - JMU (8:30-4)

Spring TBA: DBT Training

Spring TBA: Spring Symposium (8:30-4)

**Licensure Requirements (in addition to CACREP program requirements):**

**Child Abuse Training for Mandated Reporters:** <http://www.dss.virginia.gov/abuse/mr.cgi>  
*before internship begins*

**First Aid/CPR/AED Training:** must be completed in-person  
*before the end of internship*

**Dyslexia Module:** <http://doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.  
*before the end of internship*

**Behavior Intervention and Support Training:** <https://cieesodu.org/initiatives/restraint-and-seclusion/>  
*before the end of internship*

**Cultural Competency Training:**  
<https://www.doe.virginia.gov/teaching/licensure/cultural-competency/index.shtml>  
*before the end of internship*

**Required Resources**

[ASCA Anti-Racist Equity Webinars](#)

[ASCA Student Standards: Mindsets & Behaviors for Student Success](#)

[VA School Counseling Standards](#)

[ASCA Professional Standards & Competencies](#)

[ASCA Ethical Standards for School Counselors](#)

[VDOE Counselor Evaluation](#)

[VDOE Navigating Equity](#)

[VDOE Resources](#)

[Collaborative Teaming Chapters \(on Canvas\)](#)

**Academic Integrity:** It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

**Adding/Dropping Classes:** Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at [www.jmu.edu/registrar/spring\\_comp.shtml](http://www.jmu.edu/registrar/spring_comp.shtml).

**Attendance:** Students are expected to attend every class. If you are unable to attend class due to an unforeseen emergency, contact the professor immediately. If you need to miss class, you are responsible for obtaining any material distributed during the class.

**Class Conduct:** It is important that you are an active participant in the course. Additionally, expressing views and opinions as relevant to the text are encouraged as long as the rationale for the linkage to the course material is clear. With regard to electronic devices: Cell phones are to be turned off and texting is not allowed during

class time, unless you are on-call for emergent reasons. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond

**Inclement Weather:** Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>.

### **Online Learning:**

Students are expected to complete the JMU Counseling Programs Online Learning Agreement. Students are prohibited from unauthorized recording, and are prohibited from downloading recordings. Students requesting the use of assistive technology, including recording, as a reasonable accommodation should direct their request to the Office of Disability Services. See Academic Affairs Policy #15 Class Session Recordings and Distribution for further information.”

### **Diversity and Inclusion**

James Madison University is a community dedicated to diversity and inclusivity.

As faculty, we believe that learning environments should support a diversity of thoughts, perspectives, experiences, and identities. We invite you to share anything with us that might help create a more inclusive and welcoming learning environment.

### **Reporting Resources for Students**

Students have the right to access information and support when they experience negative interactions, microaggressions, harassment or discrimination. Several campus offices are available to respond to your concerns.

If you have experienced an accessibility challenge or have questions about disability services, contact the Office of Disability Services.

If you have experienced sexual misconduct or have questions about sex or gender discrimination, contact the Title IX Office.

If you have experienced harassment or discrimination, contact the Office of Equal Opportunity.

To report a violation of JMU community standards or for questions about student accountability, contact the Office of Student Accountability and Restorative Practices (OSARP).

To report a concern or for questions about campus diversity, equity and inclusion, contact the Office of Access and Inclusion.

### **Disorderly Conduct**

Regardless of proximity to campus, including online and virtual environments, no student shall cause, incite or participate in any disturbance or behavior that creates excessive inconvenience, annoyance, alarm, or behavior that interrupts the orderly operation of the university or community, either on or off campus. Examples may include, but are not limited to, excessive noise, creating an unnecessary burden on university or first responder resources, and impeding a University Official, Law Enforcement Officer, or Medical Expert in the performance of their duties.

### **Course Objectives and Related CACREP (2016) Standards:**

At the conclusion of the two-semester internship experience, students will have successfully:

1. Articulated their philosophy and/or theoretical approach to school counseling and explain the comprehensive and developmental as well as the ASCA National Model approaches to school counseling.

**See Standards listed in Appendix A**

*Evaluated at the beginning of the internship experience*

2. Demonstrated an appropriate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents.

**See Standards listed in Appendix A**

*Evaluated throughout both semesters of the internship experience*

3. Applied ethical decision-making (ACA and ASCA) practices.

**See Standards listed in Appendix A**

*Evaluated during first semester of the internship experience*

4. Assessed and addressed the needs of a diverse student population in practice, backed by current findings on special topics listed in the syllabus above, in accordance with 2016 CACREP standards (using appropriate conceptualization, treatment planning, advocacy, consultation, collaboration, and referral skills)

**See Standards listed in Appendix A**

*Evaluated throughout both semesters of the internship experience*

5. Researched and reported about the needs of a diverse student population in practice, backed by current findings on special topics listed in the syllabus above, in accordance with 2016 CACREP standards, via article review and class discussion; included elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population

**See Standards listed in Appendix A**

*Evaluated throughout both semesters of the internship experience*

6. Demonstrated a clear and strong identify as a Professional School Counselor, illustrated through a final version of your school counseling online portfolio

**See Standards listed in Appendix A**

*Evaluated during the spring semester of the internship experience*

**Key Assignments and Rubrics Supporting Course Objectives throughout Two Semesters of Internship:**

***1. -School Counselor Competencies for Schools and Students- (10 points fall; 10 points spring):***

Two times throughout the course of this academic year (once in fall and once in spring), you will engage with **evidence-based resources** related to a social-emotional, academic, or career concern. In the **Fall**, you will apply evidence-based resources to a case conceptualization activity (see guidelines on Canvas) with a partner. In the

**Spring**, you and a partner will outline characteristics, risks factors, and warning signs of students at risk for an identified mental health and /or behavioral disorder. Include common medications that affect learning, behavior, and mood in children who may be taking medications for this disorder. In addition, outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population.

Fall Assignment: See guidelines on Canvas.

Spring Assignment:

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11 pts.)
<p>Demonstrates a comprehensive understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, clear and relevant outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Well organized, clear, writing style, with no or very few formatting errors.</p>	<p>Demonstrates an adequate understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, fairly clear and relevant outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Generally organized, clear, and consistent, with minimal errors.</p>	<p>Does not demonstrate an adequate understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, unclear and irrelevant or non-existent outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Many formatting and/or organizational errors.</p>

**2. Counseling Practice-(30 points fall; 30 points spring):**

Six times throughout the course of this academic year this year (three in fall and three in spring), you will provide evidence of your counseling abilities through the **submission of counseling recordings on Supervision Assist**. Counseling work must include at least one group during the year of internship. Guidelines for recording submissions must be followed and each recording will be evaluated using rubric following the standards covered in this assignment:

3. Excellent (8-10 points per recording)	2. Acceptable (5-7 points per recording)	1. Unacceptable (below 5 points per recording)
<p>Demonstrated a high level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally</p>	<p>Demonstrates an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally</p>	<p>Does not demonstrate an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally</p>

appropriate to recording submitted) in counseling recording. Recording write-up form addressed all of the following thoroughly: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case	appropriate to recording submitted) in counseling recording. Recording write-up form addressed all of the following appropriately: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case.	appropriate to recording submitted) in counseling recording. Recording write-up form did not address all of the following appropriately: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case
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**3. EdS Project Assignment (20 points fall; 20 points spring)**

Working with your EdS Project Preparation Assignment from Psyc 751, you will submit a revised copy of your project (utilizing guidelines provided by the graduate school, including correct formatting) by the end of the Fall Semester. The project will be totally complete, with correct formatting, except for your observations of your interventions at this point. At the end of the Spring semester, you will submit a FINAL copy of your (utilizing guidelines provided by the graduate school, including correct formatting). This version will include your own observations of your intervention plan.

**4. Ethics (15 points fall)**

**Report on school-based ethical dilemma, using ACA's Ethical Dilemma Poster:**

[https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster\\_fa.pdf?sfvrsn=2](https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2).

Create a report to turn in, that you will share in class, with bullet-point notes addressing all 6 points in the poster. Incorporate aspects from the following ACA and ASCA resources as appropriate and make sure to note specifics and which resource you are using:

- ACA Ethical Standards for Counselors
- ASCA Ethical Standards for School Counselors
- ASCA Mindsets and Behaviors for School Counselors

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11points)
Comprehensive reporting included the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making	Adequate reporting included the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making	Inadequate reporting did not include the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making

**5. Professional Identity Reflection: (15 points fall; 30 points spring)**

For professional identity reflection (fall final), prepare your typical write-up using a case summary as well as the tree metaphor or another pre-approved (by instructor) case-conceptualization tool. Then, reflect on the following questions as a counseling professional:

**Reflect on semester internship:**

- What do you see as some of your greatest strengths as a school counselor
- What areas do you feel you need to keep working on as a school counselor (note specific counseling skills, case-conceptualization, professional issues (i.e ethics, professional identity, or personal concerns impacting professional behaviors)?
- What areas of expertise might you like to enhance as you go out into the field? How might you do this?
- What biases might get in your way of work with students and/or families?
- How will you find support as a professional as you move forward (i.e. self-care, peer supervision, etc.)? Share at least three ideas

<p><b>CACREP, SCHOOL COUNSELING</b></p> <p><b>2. CONTEXTUAL DIMENSIONS</b></p> <p>a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p>
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3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11points)
Assignment included: complete case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions	Assignment included: adequate case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions	Assignment did not include: adequate case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions

**6. Supervisor Evaluation of School Counseling Work-(10 points fall; 10 points spring):**

Four times throughout the course of this academic year this year (two in fall and two in spring), your supervisor will provide an evaluation of your professional performance. You will be evaluated on professional dispositions and a grade of satisfactory or unsatisfactory will be recommended. Along with this recommendation, several CACREP standards will be assessed on the evaluation form. The standards are listed in the box below and are put into context with overall performance and other professional behaviors.

**Additional Student Responsibilities and Assignments for Counseling Practice**

1. Fulfill the requirements for school counselor licensure in Virginia and the standards of James Madison University, which mandate that 300/600 hours of on-site hours be completed by December 2022 for the fall and May 2023 for the spring. The hours should be served in a manner that is in accordance with your need for a variety of experiences and the needs of those within the school to which you have been assigned.

2. Develop and present an internship contract signed by the student and the on-site host (submit on the School Counseling Hub after obtaining signatures). Negotiation and/or modification may be required prior to approval by the internship supervisor. The contract is due within **one week** of the beginning of the internship. A new contract must be prepared even if you are continuing with the same site and host. Contracts should detail the experiences in which you intend to participate and the services you will provide. They should include a balance of individual and small group counseling as well as classroom guidance. The contract will concretely state your intentions and will be signed by you, the site supervisor, and the University supervisor. Use guidelines attached. SEE APPENDIX C FOR SAMPLE CONTACT AND RECORDING PERMISSION FORMS
3. Bring copy of professional liability insurance to first class and submit on the School Counseling Hub.
4. Fulfill the contract as agreed upon by the student, host, and university supervisor.
5. Develop and submit a written statement of individual learning goals for the internship. Goals should be clearly and specifically articulated and should address issues within such areas as counseling skills, self-awareness, case conceptualization skills, and/or professional awareness. **This is due during the first supervision class.**
6. Attend and actively participate in scheduled group sessions. All interns are **required** to maintain a minimum of **5 ongoing clients**. These are clients with whom you have a minimum of **5 individual sessions each** for a minimum of **3 contact hours**. Facilitate at least **one counseling group during internship**.
7. Meet with the internship supervisor for bi-weekly supervision sessions during the semester and **once** individually during the semester
8. Submit a **minimum of three audio recordings** of client counseling sessions for review by the internship supervisor and classmates. **TYPED recording** write-ups must be submitted to your supervisor **at least 48 hours prior** to your individual supervision session. **Recordings must be audible or they will not be counted; therefore, listen to your recordings.**
9. For each recording submitted, you must complete and submit a legible written analysis of the recorded session (use your preferred recording write-up format). You are expected to review your recording prior to submitting it. **Your should listen to your own work before you complete the recording summary form!** **Inaudible recordings will not be accepted!!** Recordings are expected to reflect your current level of skills and therefore must be no more than 2 weeks “old” when submitted.
10. Maintain either a typed, weekly logbook that includes a description of your field experiences, the date of the field experience, the amount of time spent, and your reflections about the experience (longer reflection required at least once a week). You will submit your logbook to the internship supervisor for review at designated times throughout the semester and you will have your supervisor sign logs before turning in to instructor. This log book will also contain a running total of your hours and activities documented on the log sheet or in Supervision Assist. Bi-weekly (every other week) by writing or video or audio recording are due. **See due dates.** Submit final logs on the School Counseling Hub
11. Schedule and attend weekly meetings with site host (**one hour per week minimum**).
12. Complete the final exam.

## **Evaluation**

There are two grades given for practicum: **Satisfactory (S)** or **Unsatisfactory (U)**. A grade of **S** indicates satisfactory completion of all course objectives and additional student responsibilities.

-S equals a grade of 80 points or higher

-U equals a grade of 79 points or lower and/OR any of the below listed causes of unsatisfactory performance listed below

### **Points Break-Down:**

School Counselor Competencies for Schools and Students	(10 points each semester)
Counseling Practice	(30 points each semester)
EdS Project	(20 points each semester)
Ethics (fall)	(15 points fall)
Professional Identity	(15 points fall; 30 points spring)
School Counseling Site Supervisor Evaluation	(10 points each semester)
	100 total points

***The following may each be causes of an unsatisfactory grade as attendance and participation in supervision are required by the program and by CACREP:***

1. showing up late to supervision class more than two times
2. failing to turn in a recording on your due date (class members may mutually switch dates one week in advance, giving adequate time to assign readings, etc.)
3. missing class one time (if you must miss for an emergency, you must arrange to review class members' recordings and submit an extra recording of your own)—missing class more than once for an emergency will necessitate beginning the internship again in the spring
4. unsatisfactory counseling skills, case conceptualization, or ethical practices as demonstrated in recordings
5. failing to meet course objectives, fulfill requirements 1-13; unsatisfactory work as evaluated on rubrics; and/or failing to turn in completed assignments on time.
6. reports of unsatisfactory work by site supervisor and/or failure to progress at your counseling work on-site

**I. RECORDING CRITIQUE—must be typed (use this format for your write-up to be distributed to all class members—bring enough copies to class)**

**Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recording #:** 1      2      3      4      5      6      7      **Client Initials:** \_\_\_\_\_

**Session Length:** \_\_\_\_\_ **Session Number with Client:** \_\_\_\_\_

**1. Background Information** (client description, demographics, presenting issue or concern):

**2. Session Notes** (What was your goal for the session? How were you attempting to accomplish this goal? Behavioral observations. What happened?)

**3. Conceptualization** (Counselor's interpretation of what was happening with the client, hypotheses concerning possible approaches)

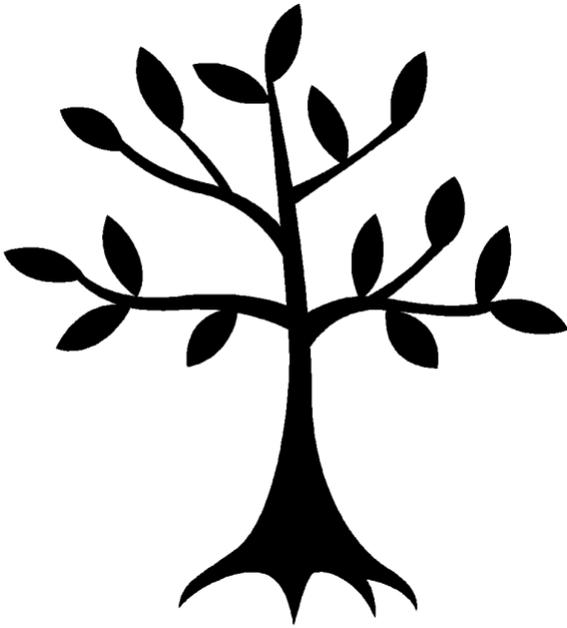
**4. Counselor's reaction to session** (Thoughts and Feelings)

**5. Future Plans and Goals**

**6. What counselor felt went well in the session and why:**

- 7. What counselor would have done differently and why:**
  
- 8. List any strategies to facilitate school and post-secondary transitions relevant to this case:**
  
- 9. List any appropriate peer intervention programs at your school that may supplement your work:**
  
- 10. Note current or future use developmentally appropriate career interventions or assessments:**
  
- 11. Cite professional counseling codes of ethics relevant to this recording:**
  
- 12. Rate Your Performance in this Session: 1 2 3 4 5 6 7 8 9 10  
Explain your reason for this ranking.**
  
- 13. Questions for feedback from your peers and supervisor...**

## II. TREE METAPHOR FOR CASE CONCEPTUALIZATION



*Fill in information about client related to metaphor (soil, roots, trunk, branches, foliage) above*

See: Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86(4), 482-493. For wellness wheel and spirituality inclusion

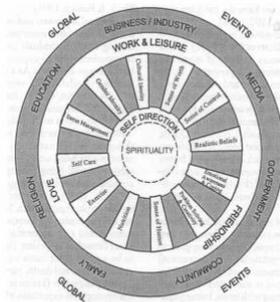


FIGURE 1  
The Wheel of Wellness

Note. From *The Wheel of Wellness*, by J. M. Wilmer, T. J. Sweeney, & J. E. Myers. Copyright 1998. Reprinted with permission.

### **Key:**

**Soil** (environment, SES, political realities, economic climate, cultural factors, including additional supportive communities such as religious organizations)

**Roots** (family system support, school system support, peer support)

**Trunk** (client behaviors, attitudes, skills, strengths, weaknesses, talents, disabilities, personal risk and protective factors, including additional supportive beliefs and values—i.e. environmental activism, spiritual belief system)

**Branches** (adaptations to society—productive, isolated, level of risk for drop-out, substance abuse, sexual risk, violence, and suicide)

**Foliage, fruit, and flowers** (healthy or unhealthy manifestations in behaviors, attitudes, skills, etc.)

Summarize client description based on tree metaphor:

Soil:

Roots:

Branches

Foliage/fruit/flowers

Based on your assessment, what do you see as your specific duties as the gardener for this client? Provide a rationale for your responses.

Activity Based on “At Risk Youth” metaphor by McWhirter et al. (2017);

## FALL 2022

### August 29, In-Person, Everyone Together

- Review syllabus, confirm individual supervision sessions with Michele and Renee
- ACES Prevention and Virginia Regulations
- Individual Goals and Contracts due by the end of this week

### September 12, In-Person Group A; In-Person, Group B:

- Review of Hub to check all documentation is up-to-date
- Report on EdS process and plan
- Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted

### September 26 week (Individual 45-Minute Meetings)

- First Recording due 48 hours before supervision
- Before Meetings: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted

Monday Sept 26

2:30-3:15 \_\_\_\_\_

3:20-4:05 \_\_\_\_\_

4:15-5:00 \_\_\_\_\_

5:10-5:55 \_\_\_\_\_

### October 10, In-Person, Everyone Together

- Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted
- First Supervisor's evaluation of you due in Supervision Assist

### October 17, In-Person Group A; In-Person, Group B:

- Discussion about Interprofessional Collaboration and Create: Fact Sheet (1st group) and Recorded Powerpoint (2<sup>nd</sup> group)
- Ethics Discussion (Assignment 4) due
- Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted

### November 7 (Individual 45-Minute Meetings)

- First Recording due 48 hours before supervision
- Before Meetings: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted

Monday November 7

2:30-3:15 \_\_\_\_\_

3:20-4:05 \_\_\_\_\_

4:15-5:00 \_\_\_\_\_

5:10-5:55 \_\_\_\_\_

### November 14 Showcase Counseling Sessions, Everyone Together

- Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted

### November 28, In-Person, Everyone Together

- Equity in Schools/ Webinars/Case work with Partner

*-Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted*

**December 5, (Individual 45-Minute Meetings)**

Monday December 5 (Michele)

2:30-3:15 \_\_\_\_\_

3:20-4:05 \_\_\_\_\_

4:15-5:00 \_\_\_\_\_

5:10-5:55 \_\_\_\_\_

Monday December 5 (Renee)

2:30-3:15 \_\_\_\_\_

3:20-4:05 \_\_\_\_\_

4:15-5:00 \_\_\_\_\_

5:10-5:55 \_\_\_\_\_

**December 12, In-Person, Everyone Together**

*-EdS Project due*

*Final recordings (your third recording) and final reflection (Assignment 5a) due*

*-Before Class: Ensure that FINAL logs are up-to-date and bi-weekly journal recordings have been posted*

*-Evaluation of site due on Supervision Assist*

*-Second Supervisor's evaluation of you due on Supervision Assist*

*-Before Class: Ensure that logs are up-to-date and bi-weekly journal recordings have been posted*

**\*Use Supervision Assist for logging hours. Retain copy for your own records and back-up electronic copies as JMU will not be responsible for your logs.** Also, turn in a journal twice a month by posting a short video or audio recording in Assignments on Canvas. You may also use written form if you prefer. This journal should include impressions your weekly activities, your reflections on your work in the schools, and any questions or concerns you are dealing with at your internship site.

**\*You are more than welcome to meet with me individually for supervision. We can talk via phone, Zoom or meet in person. You must take responsibility to schedule additional supervision of you prefer. Class time goes quickly and audio recordings WILL be listened to fully in advance by the instructor IF they are turned in on time; these recordings will be processed during individual meetings.**

(also found here: <http://psyc.jmu.edu/counseling/school/supervisors.html>)

## James Madison University

### School Counseling - Practicum/Internship Contract

Student Name	Practicum/Internship Location
Term	Practicum/Internship Supervisor Name
Student Phone Number ☎	Supervisor Phone Number ☎
Student Email	Supervisor Email

JMU Supervisor Name \_\_\_\_\_

JMU Supervisor Email	JMU Supervisor Phone Number ☎
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#### RESPONSIBILITIES OF THE PRACTICUM STUDENT:

Start Date:	End Date:
Days of the week present:	
<b>Practicum hours:</b> 40 total contact hours for the semester 100 hours for the semester	<b>Internship hours:</b> 120 total contact hours for the semester Plus 180 indirect hours of school counseling work Total of 300 hours for the semester

- 1.) I will have liability insurance and a background check before beginning any work at the site.
- 2.) My practicum hours will include individual counseling, small group counseling, classroom lessons, and consultation.
- 3.) I will actively participate in weekly individual and group supervision.
- 4.) I will complete duties assigned by my site supervisor.
- 5.) I will fulfill all of the assignments in the course syllabus.
- 6.) I will spend one hour per week of one-on-one supervision time with my site supervisor and I will also receive an average of 1.5 hours of supervision per week from the university supervisor.
- 7.) I agree to contact both supervisors immediately if I need to contact Child Protective Services in the event of suspicion of abuse or neglect or anytime I am uncertain about a situation. My supervisors will support me in this process and will be available for assistance if needed.
- 8.) I will participate in case conferences or team presentations.
- 9.) I will keep a weekly log of my activities to document my experience reporting what I do, when I do it, for how long, and my observations and reactions. My log will record all my practicum/internship activities, including direct service, team meetings, staff meetings, process group sessions, and supplemental research. My supervisor will review and sign each practicum/internship log.
- 10.) I will ensure that my evaluations are completed by my site supervisor twice during the semester, at midterm and at semester end, and I will turn in an evaluation of my site as well.
- 11.) Any changes made to my schedule or contract will be made in writing by mutual agreement.
- 12.) I will complete all practicum/internship hours during the JMU semester term.
- 13.) I will maintain professional work ethic, attitude and dress throughout the semester.

**RESPONSIBILITIES OF THE INTERNSHIP STUDENT: (in addition to the above practicum responsibilities)**

- 1.) As a counseling intern, I will offer counseling services. Counseling services include assessment, individual counseling, group counseling, guidance activities, crisis intervention, consultation and education programs, and prevention programs.
- 2.) At least 120 hours of my internship should involve working in actual counseling situations each semester.

**RESPONSIBILITIES OF THE SITE SUPERVISOR:**

- 1.) Before the student begins, the site supervisor will complete the Supervisor Agreement, Training Materials, and Brief Survey.
  - <http://psyc.jmu.edu/counseling/school/documents/School%20Counseling%20Program%20JMU%20Site%20Supervisor%20Overview.pdf>
- 2.) Site supervisor will support the philosophy, principles, and goals of the JMU School Counseling program.
- 3.) Site supervisors will complete an evaluation of the student at midterm and end of the semester.
- 4.) Site supervisors will help the student examine student’s counseling work, including social, emotional, vocational, and educational interventions. With the supervisor, students will examine his/her use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the counseling relationship he/she establishes, and manage issues regarding his/her personal and professional development.
- 5.) The site supervisor will understand policies, procedures, and considerations relevant to P-12 settings.
- 6.) The site supervisor will review and sign all logs.
- 7.) Site supervisor will help to establish a counseling group and communications necessary to parents.
- 8.) School counseling site supervisors receive information from JMU faculty regarding not only university and program standards and expectations, but also the alignment of the student’s duties with the most recent CACREP standards.
- 9.) Internship supervisors meet with a JMU representative at least once each semester to discuss the student’s progress and make plans for facilitating the student’s professional development.
- 10.) Site supervisors provide the student with an orientation to the school: duties, hours, expectations, tour, introductions to relevant staff members, relevant handbooks (faculty and crisis), meeting schedules, school email and databases, and make themselves available to discuss any school related topics.
- 11.) Site supervisors provide a safe, secure, and non-discriminatory workplace at which the student can meet his/her educational objectives.

**RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR:**

- 1.) University supervisor will provide locations for practicum and internship students on three different levels.
- 2.) University supervisor will approve all potential practicum and internship sites according to the requirements of the Program and CACREP guidelines.
- 3.) University supervisor will conduct a practicum orientation session for students applying for practicum and will inform students about practicum and internship guidelines.
- 4.) University supervisor will ensure that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum or internship experience.
- 5.) University supervisor will provide appropriate internship supervisor training materials.
- 6.) University supervisor will resolve conflicts related to a student’s internship or counseling practice in conjunction with faculty and on-site professionals.

**Signatures:**

Internship Student	Site Supervisor	University Supervisor
Date:	Date:	Date:

>>> **STUDENTS:** Refer to the JMU Student Handbook and course syllabus for further details of your practicum/internship.

**Appendix B:**

**James Madison University**  
**School Counseling Program Practicum/Internship Recording Permission Form**

My name is \_\_\_\_\_ and I am a student in the graduate level counseling program at James Madison University. I am a School Counselor in Training and am I being supervised by \_\_\_\_\_ who is the school counselor at \_\_\_\_\_ school. I am also being supervised by Dr. \_\_\_\_ at James Madison University.

I am looking forward to working with your student this semester. Because I am a counseling practicum/internship student, I am required to submit counseling audio/video recordings to my university supervisor. The purpose of these recordings is to evaluate my work as a counselor. These recordings will take place on a secure and FERPA/HIPPA compliant platform called *Supervision Assist*. The identity of your child will be confidential as their identity will never be disclosed.

The recordings are to be used for my supervision only. My site supervisor, NAME, will be the only other person in your child’s school who may have access to these recordings through the platform, for supervision purposes only. These recordings may not be shared with anyone except my supervisors and they cannot be requested for review by anyone else within or outside of the school building. The recordings are erased promptly.

Counseling may include small group or individual sessions. During the sessions, your child and I will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change. The ethical guidelines of the American School Counselor Association emphasize the importance of confidentiality between school counselors and students at the same time recognizing the rights of parents. Your child should know and trust that, what is shared with the counselor will stay with the counselor unless your child gives permission to share information or if the counselor suspects the child is in danger of being hurt by others, hurting themselves, or hurting others. I will collaborate with you, as the parent or guardian, and I will include your child in what will be shared as developmentally appropriate.

Counseling records do not become a part of the permanent record of the student except as required by school safety policy. A record may indicate that a student was seen by the counselor or intern; however, the topics discussed are not included unless required by the school board safety policy. The requirements of the Family Education Rights and Privacy Act (FERPA) are enforced—information will not be released to anyone outside our school without your written permission. Through counseling, your child may be taught strategies to help make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school.

By signing below, you are giving me permission to meet with your son or daughter and record our sessions in the FERPA/HIPPA compliant platform, *Supervision Assist*.

If you have any questions at all, please contact either my on-site supervisor, (NAME) at (EMAIL) or (PHONE)

I give permission to \_\_\_\_\_, a school counseling practicum/internship student at James Madison University to work with my student. I also agree that the sessions with my student may be recorded on the secure platform, *Supervision Assist*. I understand that the identity of my student is kept confidential and that counseling recordings are erased immediately at the end of my supervision requirement.

Signed _____ (parent/guardian signature) Date: _____
--

**CACREP (2016) School Counseling Specialization Area Standards covered in this course:**

**1. FOUNDATIONS**

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

**2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral source
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

**PRACTICE**

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

In addition, the course addresses the following standards associated with the Professional Counseling Identity (CACREP, 2016 Standards). These Professional Identity Standards are incorporated into readings and discussions throughout the course:

**CACREP CORE STANDARDS**

**1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

## **2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

## **3. HUMAN GROWTH AND DEVELOPMENT**

- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

## **5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

n. processes for aiding students in developing a personal model of counseling

## **6. GROUP COUNSELING AND GROUP WORK**

- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## **7. ASSESSMENT AND TESTING**

- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## **8. RESEARCH AND PROGRAM EVALUATION**

- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs

### **CACREP CORE STANDARDS INCLUDED IN KPI'S**

#### ***KPI 1= Mastery: Ethics Report***

- 1: a, b, c, d, f, g, i, j, k
- 3: i
- 5: d, h
- 6: d
- 7: c, d, e, I, k, l, m
- 8: b, c

#### ***KPI 2 = Reinforcement: Supervisor Evaluation of Student***

- 1: b, c, d, e, f, l, m
- 2: a, e, h, d
- 3: a, f, g, i
- 4: a, b, c, f, g, h, i, j
- 5: a-n
- 6: d
- 7: b, c, e, i, j, m
- 8: b, c, e

#### ***KPI 3= Mastery: Counseling Session Recordings and Analysis, Key Assignment #2 and School Counseling Intervention Strategy, Key Assignment #3b***

- KA#2***
- 1: b, c, d, e, l, m

2: a, b, g, e, h  
3: e, f, h, i  
4: a, b, e, f, g, h, i, j  
5: a, b, c, d, e, f, g, h, i, j, k, l, m, n  
6: a, b, d, e, g  
7: b, c, e, I, k, l, m  
8: b

**KA#3b**

1: e, f  
2: d, e, f, h, i  
5: b, g, h, j, k  
7: c, d, e, j, k, l

**KPI 4= Mastery: Counseling Session Recordings and Analysis, Key Assignment #2**

1: b, c, d, e, l, m  
2: a, b, g, e, h  
3: e, f, h, i  
4: a, b, e, f, g, h, i, j  
5: a, b, c, d, e, f, g, h, i, j, k, l, m, n  
6: b, d, e, g  
7: b, c, e, I, k, l, m  
8: b

**KPI 5= Mastery: Counseling Session Recordings and Analysis, Key Assignment #2**

1: b, c, d, e, l, m  
2: a, b, g, e, h  
3: e, f, h, i  
4: a, b, e, f, g, h, i, j  
5: a, b, c, d, e, f, g, h, i, j, k, l, m, n  
6: b, d, e, g  
7: b, c, e, I, k, l, m  
8: b

**KPI 6= Mastery: Leading a Group Requirement**

6: b, c, d, e, f, g, h

**KPI 8=Mastery: Program Evaluation Plan, Key Assignment #3b**

1: e, f  
2: d, e, f, h, i  
5: b, g, h, j, k  
7: c, d, e, j, k, l

**KPI 9=Mastery: Supervisor Evaluation of Student, First and Second Semesters of Internship**

1: b, c, d, e, f, l, m  
2: a, e, h, d  
3: a, f, g, i  
4: a, b, c, f, g, h, i, j  
5: a-n  
6: d  
7: b, c, e, i, j, m  
8: b, c, e

**APPENDIX A, cont. : SCHOOL COUNSELING SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS**

Foundations = <b>F</b> Contextual= <b>C</b> Practice = <b>P</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>C</b>	<b>P</b>																						
CACREP STANDARDS (SC) INCLUDED	1a	1c	1d	1e	2a	2b	2e	2f	2g	2h	2j	2k	2l	2m	2n	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3m	3n	3o
Article Report (KA #1)						X				X									X				X						
<b>Counseling Practice (KA #2)</b>															X					X	X	X						X	
Integrative Assign, Fall (KA #3)	X	X			X						X								X	X	X								
<b>Integrative Assign, Spring (KA #3)</b>	X										X	X								X				X	X	X			
<b>Ethics Report (KA#4a)</b>							X						X	X															
MH Disorder Report (KA#4b)									X									X											X
Profession Reflection (KA#5a)					X	X																							
Portfolio (KA#5b)					X			X								X	X												X
<b>Supervisor Eval (Fall) (KA #6)</b>			X	X				X	X					X														X	X
<b>Supervisor Eval (Spring) (KA #6)</b>			X	X				X	X					X														X	X

ASSIGNMENTS IN BOLD IN CHART ABOVE, are KPI's

KPI Assignments Explained:

Assignment: Ethics Report

***KPI 1= Mastery***

1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.

***Assignment: Supervisor Evaluation of Student***

***KPI 2 = Reinforcement***

2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.

***Assignment: Counseling Session Recordings and Analysis, Key Assignment #2 and School Counseling Intervention Strategy, Key Assignment #3b***

***KPI 3= Mastery***

3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.

***Assignment: Counseling Session Recordings and Analysis, Key Assignment #2***

***KPI 4= Mastery***

4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness

***Assignment: Counseling Session Recordings and Analysis, Key Assignment #2***

***KPI 5= Mastery***

5. Helping Relationships: Establishes and maintains effective counseling relationships.

***Assignment: Leading a Group Requirement***

***KPI 6= Mastery***

6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.

***Assignment: Program Evaluation Plan, Key Assignment #3b***

***KPI 8=Mastery***

8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

***Assignment: Supervisor Evaluation of Student, First and Second Semesters of Internship***

***KPI 9=Mastery***

9. School Counseling Profession: Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes

**APPENDIX B: KPI RUBRICS (SEE FOLLOWING PAGES)**

<b>Key Performance Indicators</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<p><b><i>KPI 1: Professional Counseling Orientation and Ethical Practice</i></b>                      Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community                      Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors, but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community.                      Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.                      Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors.</p>	<p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community.                       Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.</p>
<p><b><i>KPI 2: Social and Cultural Diversity</i></b>                      Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative</p>

	attitude of openness regarding potential issues of diversity.	consistently demonstrate an attitude of openness regarding potential issues of diversity.	with awareness regarding potential issues.	relationships with an attitude of openness and with awareness regarding potential issues.
<b>KPI 3: Human Growth and Development</b> Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.	Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Does not apply developmentally appropriate strategies for K-12 students and clients.	Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Does not consistently apply developmentally appropriate strategies for K-12 students and clients.	Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Applies developmentally appropriate strategies for K-12 students and clients.	Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Surpasses expectations for level of training and experience in the application of developmentally appropriate strategies for K-12 students and clients.
<b>KPI 4: Career Development</b> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not consistently meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not consistently implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Meets expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Surpasses expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.
<b>KPI 5: Helping Relationships</b> Establishes and maintains effective counseling relationships.	Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs,	Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills,	Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling	Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use

	and without considering the selected theoretical approach.	though these are not always consistent with the selected theoretical approach	techniques that are consistent with the selected theoretical approach.	of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.
<p><b>KPI 6: Group Counseling and Group Work</b> Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.	Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.	Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.	Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/ commentary
<p><b>KPI 8: Research and Program Evaluation</b> Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.</p>	Does not meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Does not use this information to inform decision-making.	Does not consistently meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Inconsistently uses this information to inform decision-making.	Meets expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information to inform decision-making.	Surpasses expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information effectively and thoughtfully to inform decision-making.
<p><b>KPI 9: School Counseling Profession</b> Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental</p>	Does not meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally	Does not consistently meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently	Meets expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12	Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12

<p>health, behavioral, and academic outcomes.</p>	<p>responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>students in ways that positively impact mental health, behavioral, and academic outcomes.</p>
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