



2020-2021

Clinical Handbook
For M.Ed. in Counselor
Education

The Department of
Counseling and Special
Education



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Greetings, Site Supervisors:

Thank you so much for your involvement and dedication as we work to prepare the next generation of counselors for their future roles through clinical experiences! We appreciate your involvement with our candidates and simply could not do this work without your dedication, energy, and time.

This Clinical Handbook serves as an overview and guide for counselor education Practicum and Internship experiences. Please take a few minutes to review these materials and discuss with your candidate. We trust that the information provided will facilitate a positive learning experience for both candidates and site supervisors.

Your diligence and expertise is invaluable to the development of future professional counselors. We value you, the good work that you do, and the experiences that you bring to training our candidates through their Practicum and Internship requirements. If there is anything that we can do to better assist you in this process, please contact your candidates' university supervisor or Donna Dockery at djdockery@vcu.edu

Sincerely,

Donna Dockery

Dr. Donna Dockery
Director of Clinical Practice
Department of Counseling and Special Education

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Introduction

This handbook has been developed to assist counselor education candidates and their site supervisors to better understand the requirements and expectations of required clinical experiences. Candidates and site supervisors are encouraged to review these materials in order to promote positive and productive clinical experiences. Please don't hesitate to contact the university supervisor or clinical coordinator if you have additional questions or concerns.

Prerequisites

Candidates are required to complete CLED 600, CLED 601, CLED 602 and CLED 603 before Practicum. CLED 610 and CLED 621 must be completed by candidates in the School Counseling program prior to Internship. CLED 620 must be completed by candidates in the College Counseling and Student Development program prior to Practicum. In addition, candidates are required to complete Practicum (CLED 604 or CLED 608), CLED 605, and CLED 606 before Internship. Refer to the CLED Graduate Student Handbook for additional recommendations for course sequences.

Clinical Experiences

Professional practice provides opportunities for candidates to apply theories and develop counseling skills while under supervision. All master's level candidates must complete both Practicum and Internship. Completing the required counseling hours and documentation is only one component of a successful clinical experience. Successful completion of course requirements and demonstrating skills at a competence level are also important. The quality and professionalism of the candidate's work is important and will be assessed by the site and university supervisors. In addition to meeting other Graduate School requirements, candidates must earn a grade of A or B in courses involving demonstration of counseling skills (i.e., Techniques, Practicum, and Internship).

The Practicum and Internship courses are time-intensive. Thus, the faculty recommends that candidates in Practicum and Internship enroll in 9 or fewer credit hours during clinical semesters.

During Practicum and Internship, candidates are expected to work with a diverse clientele. Diversity includes culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status. The Practicum must be completed in a coeducational environment in which at least 30% of the student population meets one of the following criteria: Limited English proficiency; ethnic/racial minorities; mental, emotional, or physical disabilities; or economically disadvantaged and participating in Title I, Head Start, or Free/reduced Lunch Program.

Candidates in the College Counseling and Student Development program are expected to gain a diverse experience by completing Practicum and Internship at a minimum of two different sites. Possible sites include the Career Centers (VCU, Business, Engineering), Advising

(Undergraduate, Specific departments), Global Education Office, Athletics, the Well, Residential Life, Office of Multicultural Student Affairs, Campus Learning Center, Business Office of Alumni and Student Engagement. Other VCU sites may be considered and students have also been placed at area community colleges, Virginia Union University, University of Mary Washington and Richard Bland College. Candidates in the School Counseling program must gain experience at the elementary level and the secondary (7-12 grade) level. Thus, Practicum and Internship must be at two different levels (elementary and 7-12 grade). Additionally, sites are limited to schools in Richmond, Henrico, Hanover, and Chesterfield.

Direct service hours are those spent face-to-face with students and families and include individual counseling, group counseling and student affairs programming and core curriculum sessions. No direct hours for Practicum or Internship may be accrued before the VCU semester begins. If the candidate has liability insurance and with instructor permission, indirect hours may be accrued before the VCU semester begins. No extra hours may be carried over from the practicum to the internship, however. Videos for class supervision will be stored in the HIPPA and FERPA compliant VCU Filelocker, which only temporarily stores video files. Here's the link that answers questions: <https://ts.vcu.edu/askit/university-resources/vcu-filelocker/faq/> and here is the site to access Filelocker: <https://filelocker.vcu.edu/>

Practicum

The Practicum is a 100 hour clinical experience including at least 40 hours of face-to-face direct service to clients. This class should be completed towards the end of the program, usually the semester before the Internship. The focus of the Practicum is on clinical skills and candidates should provide services to students through individual counseling, small group counseling, and core curriculum sessions or college student development programs. In addition, the Practicum experience should provide an orientation to a professional educational setting. Candidates must successfully complete Practicum with a grade of B or better before beginning Internship. Evaluation of Practicum is based on successfully completing all course requirements, completing required clinical hours, and demonstrating appropriate skill levels on the clinical continuum.

In addition:

- Students should not take more than 9 credit hours during the Practicum semester
- Students should make a practicum plan with their site supervisor that includes both direct and indirect hours and an hour of weekly supervision. The plan should include a weekly schedule that continues until the end of the VCU semester.
- Students are strongly encouraged to spend 100 hours at the placement site. This will better promote professional development and support opportunities for the required 40 hours of direct service. The schedule, however, must include a minimum of 80 hours on-site.
- Students must complete a minimum of 40 hours of direct service. Direct hours should include a balance of face-to-face individual sessions, core curriculum sessions or student affairs presentations, and group sessions. Consultation hours may count as direct hours

and may be accrued only when talking with other professionals about a single student. Interpreting is included as consultation.

- Planning for core curriculum sessions or student affairs programs, small groups, and individual sessions should take place both on and off the practicum site and counts as indirect hours. Practicum students can count up to 10 hours of off- site planning towards indirect hours.
- Practicum students are encouraged to include professional development in their practicum plan and experiences. Professional development off-site must be approved ahead of time by the university supervisor, counts as indirect hours, and is limited to 10 hours.
- Group supervision should be tallied on each weekly log based on the amount of time in class spent in supervision. These hours do not count towards the 100 total practicum hours.
- The weekly log may be kept using the excel document or paper copy and should be signed by both site and university supervisors each week. Original copies of weekly logs will be submitted with the signed summary at the end of the semester. **Students should keep a copy of all logs for their records** and for future needs, such as applying for licensure. Consent letters or case notes should not be filed with the university.
- Students who plan to complete their practicum at their job site should develop a plan to meet the required direct and indirect hours. This plan must be signed by both the site counselor supervisor and administrator indicating their approval and should be submitted with the practicum application.

Internship

The Internship is a 600 hour clinical experience including at least 240 hours of face-to-face direct service to clients, and should be completed in the final semester(s) of the program. Candidates in the Internship should provide individual counseling, small group counseling, and core curriculum sessions or college student development programs to a diverse mix of students. The Internship should also introduce the candidate to the comprehensive work experience of professional counselors in K-12 or university settings. Each course has additional requirements as well. Evaluation of Internship is based on successfully completing all course requirements, completing required clinical hours, and demonstrating professionalism as well as appropriate skill levels on the clinical continuum.

Candidates complete the 600 hour Internship in one semester and all hours and direct service hours must be completed during this semester. If 600 hours are not completed, candidates will be required to take at least 3 credits of Internship until all of the hours are completed.

In addition:

- Students should not take more than 9 total credit hours during the Internship semester(s)

- Students should make an internship plan with their site supervisor that includes both direct and indirect hours and an hour of weekly supervision. The plan should include a weekly schedule that continues until the end of the VCU semester.
- Students are strongly encouraged to spend most of the required 600 hours at the placement site. This will better promote professional development and support opportunities for the required 240 hours of direct service.
- Students must complete a minimum of 240 hours of direct service. Direct hours should include a balance of individual sessions, core curriculum sessions or student affairs presentations, and group sessions. Consultation hours may count as direct hours and may be accrued only when talking with other professionals about a single student. Interpreting is included as consultation.
- Planning for core curriculum sessions or student affairs programs, small groups, and individual sessions should take place both on and off the internship site and counts as indirect hours. Internship students can count up to 60 hours of off-site planning towards indirect hours.
- Internship students are encouraged to include professional development in their internship plan and experiences. Professional development off-site must be approved ahead of time by the university supervisor, counts as indirect hours, and is limited to 20 hours.
- Group supervision should be tallied on each weekly log based on the amount of time in class spent in supervision. These hours count towards the 600 total internship hours.
- The weekly log may be kept using the excel document or paper copy and should be signed by both site and university supervisors each week. Original copies of weekly logs will be submitted with the signed summary at the end of the semester. **Students should keep a copy of all logs for their records** and for future needs, such as applying for licensure. Consent letters or case notes should not be filed with the university.
- Students who plan to complete their internship at their job site should develop a plan to meet the required direct and indirect hours. This plan must be signed by both the site counselor supervisor and administrator indicating their approval and should be submitted with the internship application.

Application Procedures

Application deadlines for Practicum (CLED 604 or 608) and Internship (CLED 672) are:

Fall semester: February 1

Spring semester: September 1

All completed practicum and internship applications must be submitted to the Department's Clinical Coordinator. Practicum and Internship applications for School Counseling Track candidates require Tuberculosis skin test verification from a health care provider which must not expire until after the end of the semester of placement. See the application for more details. Applications can be found on the Counselor Education Web site and in the Appendix of the Clinical Handbook.

The School of Education Student Services Department will place all School Counseling practicum and internship candidates based on the information on their applications. Candidates in the

College Counseling and Student Development track are expected to find sites at which they would like to interview and must get approval from the Clinical Coordinator prior to contacting the sites.

Each candidate's on-site supervisor must have master's degree in counseling or a related field and a minimum of two years of relevant professional experience. Internship on-site supervisors must have three years of relevant professional experiences.

Responsibilities of Site Supervisor

Site supervisors play an essential role in the professional development of candidates and serve as valuable gate-keepers for the counseling professional. Responsibilities of site supervisors include:

- Reviewing the Clinical Handbook
- Completing and returning the Practicum/Internship Site Supervisor Form (Appendix C)
- Completing the Practicum/Internship Plan with the candidate (Appendix C)
- Providing the candidate with clear expectations of the training at the beginning of the clinical experience
- Providing adequate opportunities for the candidate to meet the required direct service hours through individual counseling, group counseling, and student affairs programming/core curriculum options
- Meeting with the candidate for a minimum of one hour per week
- Signing weekly and semester Clinical Hours Log (see Appendix D)
- Introducing and including the candidate in professional opportunities and interactions, such as department and staff meetings, consultation, professional development opportunities, etc.
- Communicating frequently with the candidate and providing regular feedback regarding their clinical competence and progress, including completing the mid-term and final clinical evaluations (Appendix E)
- Providing opportunities for periodic assessment, which may include direct observation, review of candidate tapes, and candidate self-evaluation.
- Informing the University Supervisor of any difficulties encountered at the clinical site as soon as problems develop.
- Insuring activities of the candidate are legally and ethically appropriate (Appendix F), and that the candidate is following institutional policies and procedures.

Supervision

Site Supervision

Site supervisors are required to provide a minimum of one hour a week of supervision with the candidate, which may be divided into several shorter meetings. Supervision is an integral component of the clinical experiences and should provide opportunities to develop the candidate's skills, explore new possibilities, provide feedback, and build the candidate's

repertoire and confidence as a professional counselor. Weekly supervision should include processing of the candidate's experiences with students as well as providing time to review goals and progress towards these goals. Attention should be paid to requirements for total clinical hours as well as direct service hours with a variety of students in individual and group settings. In addition, candidates should establish and maintain a personal wellness plan, modify as needed, and discuss strategies for managing stress and balance with the site and university supervisors. **Practicum site supervisors should also have a minimum of monthly consultation with the candidate's university supervisor.** Consultation can be conducted via e-mail, phone and/or in person, with at least one consultation session to be held in person or via phone for both practicum and internship supervisors. Internship and practicum site supervisors are required to contact the university supervisor for concerns which are not readily resolved on site.

Candidates should prepare for supervision and should raise questions about their site experiences, interactions, and counseling interventions and skills. In addition, candidates should talk with site supervisors about the types and variety of experiences needed.

Candidates and site supervisors should also discuss questions and concerns regularly in order to prevent problems from developing and address any concerns.

University Supervision

University supervisors will provide group supervision weekly. Group supervision will focus on case conceptualization, clinical skills and theoretical orientation, as well as ethical, diversity, developmental, and wellness issues. University supervisors will make a minimum of one site visit or phone conference call each semester and will provide course materials and a syllabus.

Evaluations

Site supervisors should provide regular feedback and evaluation of skills to the candidate through weekly supervision meetings. Also, site supervisors will complete an informal mid-semester evaluation using the clinical continuum which is to be reviewed and shared with the candidate and university supervisor. Finally, site supervisors will complete a final evaluation of the candidate using the clinical continuum which will be signed by both parties and turned in to the university supervisor.

Candidates will have the opportunity to complete course evaluations for Practicum and Internship, provide feedback on the VCU Counselor Education program, and provide feedback on the clinical site and supervisor.

Policy on Paid Clinical Experiences

The Counselor Education faculty strongly recommends that candidates complete all degree requirements prior to accepting paid employment as a counselor. It is only permissible to count hours accrued in a paid position as practicum or internship hours if candidates meet all VCU School of Education, Counselor Education, Virginia Department of Education (if applicable), CACREP, and course requirements. For example, candidates in the school counseling track must

complete at least 100 hours of their clinical experience at the elementary level and 100 hours at the secondary (grades 7-12) level.

Candidates who are seeking one or more clinical placements at an educational setting where they are employed must complete and submit applications to the clinical coordinator. Candidates in the school counseling track who are employed in local school divisions outside of Henrico, Richmond, Hanover, and Chesterfield are responsible for finding clinical placements and for securing permission and approval from the school counselor, school administrator, and school division. At least one of the clinical sites will need to be verified as a diverse setting through VCU Student Services. In order to be fully immersed in the role of a professional school counselor, candidates in the school counseling track who are school employees are encouraged to take a leave of absence while completing their internship requirements.

Professional Obligations

Site and university supervisors are charged with the responsibility of monitoring the professional behaviors of candidates. In addition to cognitive and counseling abilities, the personal and professional behaviors of candidates will be assessed.

Professional Conduct

Professional conduct is important and will be evaluated by site and university supervisors. Remember that candidates' dress and behavior reflect on both the graduate student as well as the university. Improper personal conduct may lead to dismissal from the clinical placement, dismissal from the program, and/or an unsatisfactory grade. Evaluation may include, but is not limited to:

- Professional dress as appropriate for your educational setting and situation
- Prompt attendance at site and for all individual and group sessions, programs or core curriculum sessions, and meetings
- Contacting the site if delayed or absent
- Respect for all students, families, colleagues, and coworkers regardless of race, ethnicity, religion, gender identity, age, nationality, political beliefs, family background or constellation, sexual orientation, ability status, proficiency with English, socioeconomic class or background.
- Honesty in all professional settings
- Avoidance of embarrassment or disparagement of students, families, or colleagues
- Demonstrated respect for all students, families, colleagues, and supervisors
- Refraining from use of cellular phones or other communication sites and devices during clinical hours and following site and/or class expectations
- Adhering to legal and ethical guidelines as well as all site and/or program policies and procedures
- At the end of the semester, all audio and visual session tapes must be destroyed/deleted.

Candidates with any questions or concerns regarding professional conduct should consult with site supervisor, university supervisor and/or clinical coordinator.

Liability Insurance

All candidates are required to purchase professional liability insurance which is offered through a number of counseling organizations, including American Counseling Association , American College Personnel Association, National Association of Student Personnel Administrators, American Association of Student Personnel Administrators, American School Counselor Association, and College Student Educators International. Documentation of professional liability insurance must be provided to university supervisors each semester and must be maintained through the end of each semester of clinical experience.

We also recommend that all practicum and internship site supervisors maintain professional liability insurance through one of the professional organizations listed above.

Ethical Standards

Faculty members in the VCU Counselor Education Program owe a responsibility to consumers of mental health services and are bound by the American Counseling Association (ACA) Code of Ethics and Standards of Practice (see Appendix E). The American School Counseling (ASCA) standards are also in the Appendix. The American College Personnel Association (ACPA) standards may be found at <http://www.myacpa.org/ethics> and the Council for Advancement of Standards in Higher Education may be found at <http://collegecounseling.org/docs/CAS.pdf>. During coursework, and especially during clinical experiences, candidates are expected to be familiar with and abide by the current ethical standards of ACA and its divisions. Candidates should consult with site and university supervisors regarding ethical situations. Faculty members will not endorse candidates who are unable to provide competent counseling services.

Licensure Eligibility Confirmation

Eligibility for licensure as a Professional School Counselor in Virginia requires that candidates respond to the following questions: (Background questions – adopted from VDOE licensure application, July 2018)

1. Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony?
2. Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country?
3. Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student?
4. Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?
5. Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?

6. Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? Please note: This includes a reprimand, warning, or reproof and any order denying the right to apply or reapply for a license.
7. Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.
8. Have you ever left any education- or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving and allegation of misconduct was pending, eligible for appeal, or under appeal? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.

If you respond in the affirmative to any of these questions, please make an appointment immediately with Dr. Joan Johnson, Executive Director of Accreditation and Licensure, School of Education, Oliver Hall, Room 2090. jjohnson@vcu.edu.

Tips for Successful Clinical Experience

Candidates should consider the following suggestions to promote a more positive clinical experience:

- Plan ahead and submit course and evaluation materials promptly. Keep a copy of all hours, including individual and group supervision hours, and direct hours for your personal records. VCU does not maintain these records for students.
- Include some additional direct and in-direct opportunities and hours in your practicum and internship plan in case of extreme weather, other emergencies, and to allow for some flexibility at the clinical sites.
- Consider participating in after-school, evening, and weekend student events and professional development opportunities offered to augment your direct and indirect hours and professional growth.
- Check and coordinate site holidays and VCU calendars as they may not align. Inform supervisors at the beginning of the semester of any anticipated absences from the clinical site.

- Integrate into the clinical setting as much as possible and develop professional relationships and contacts with a wide range of individuals.
- Treat practicum and Internship experiences as semester-long job interviews. Consider asking site counselors and administrators to conduct a mock job interview towards the end of the semester.
- Check your VCU e-mail regularly and sign all e-mail responses to help supervisors track your e-mails.
- Check in regularly with your site and university supervisor regarding any clinical questions that arise and maintain close communication with your advisor.
- Develop and implement a wellness plan to manage the stress and demands during Practicum and Internship. Clinical experiences involve demanding work with students and families, are time consuming, and can be physically and emotionally exhausting. Remember to consider VCU's Counseling Services and other resources for personal counseling and support.
- Maintain a current resume and request recommendations from site supervisors as needed for future job applications.

Appendix A

Clinical Applications

- Practicum Application
- Internship Application

Virginia Commonwealth University
School of Education - Counselor Education Program
Practicum Placement Application CLED 604 or CLED 608

Instructions: Please fill out this form completely. For School Counseling practicum students: Attach a copy of your current TB skin test results which cannot expire before the end of your practicum semester. (Results are good for one year from the test date). School counseling practicum students may be required to pay for criminal background/child abuse registry screening and/or sign confidentiality agreements as required by some school divisions.

APPLICATIONS (SIGNED BY ADVISOR) ARE DUE TO DR. DOCKERY BY **FEBRUARY 1** FOR FALL SEMESTER AND **SEPTEMBER 1** FOR SPRING SEMESTER

General Information

NAME OF APPLICANT: _____

V NUMBER: _____ Semester: _____ Fall _____ Spring _____ Year

ADDRESS: _____

PHONE: _____ E-MAIL ADDRESS: _____

PRACTICUM (circle one): CLED 604 (School Counseling) CLED 608 (College Counseling/Student Affairs)

Prerequisites Met

CLED 600 _____ CLED 622 or CLED 613 _____ (for CLED 604 students only)

CLED 601 _____ CLED 606 _____ (recommended completion)

CLED 602 _____ CLED 620 _____ (for CLED 608 students only)

CLED 603 _____

Site preferences

School counseling candidates must have an elementary placement for either practicum or internship, and are encouraged to request placement in two different school divisions for practicum and internship.

1) Level (Select A, B, or C) (Choice of level is not guaranteed)

_____ A. Secondary (rank middle and high) _____ Middle (6-8) _____ High (9-12) _____

_____ B. Elementary (pk-6)

_____ C. Post-secondary (for CLED 608 students only)

2) CLED 604: School Division (rank 1-3) (Choice of division not guaranteed)

_____ Chesterfield _____ Henrico _____ Richmond

IS THIS AN ON-THE-JOB PLACEMENT REQUEST? _____ YES LOCATION _____

3) CLED 608:

1st Choice (university/office) _____ / _____

2nd Choice (university/office) _____ / _____

SPECIAL REQUEST _____ (CHECK – ONLY IF YOU DO NOT HAVE A CAR) _____

Eligibility for licensure as a Professional School Counselor in Virginia requires that candidates respond to the following questions: (Background questions – adopted from VDOE licensure application, July 2018)

PLEASE READ CAREFULLY AND CHECK Y (yes) or N (no)	Y	N
Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?		
Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?		
Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? <u>Please note:</u> This includes a reprimand, warning, or reproof and any order denying the right to apply or reapply for a license.		
Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? <u>Please note:</u> This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		
Have you ever left any education- or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving and allegation of misconduct was pending, eligible for appeal, or under appeal? <u>Please note:</u> This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		

If you checked yes to any of these questions, please make an appointment immediately with Dr. Joan Johnson, Executive Director of Accreditation and Licensure, School of Education, Oliver Hall, Room 2090. jbjohnson@vcu.edu

Notification of placements will be made by e-mail once received in SOE Student Services. Once your placement has been finalized by the school division and you have been notified, assignments cannot be changed as school divisions arrange only one placement per application.

I, _____ (print full name), am aware of and agree to the forwarding of my e-mail and phone contact, address, application, transcripts, TB results (SC only), and background check payment (if applicable) for the purpose of securing an counselor education practicum placement(s) in a university or school(s) in one or more of the following school division(s): Henrico, Chesterfield, Hanover or Richmond. I understand that I may also be required to sign a confidentiality agreement for one or more school divisions. I also understand that I am not guaranteed my request division or level for a site placement. I understand that I am to have a diverse practicum placement experience. If required, I have attached a copy of an up to date Tuberculosis skin test that will not expire before the end of the practicum experience.

Candidate's Signature

Date

Advisor's Signature

Date

Please return this form with your advisor's signature to Dr. Dockery in Oliver 4043g by February 1 for Fall semester practicum placements and by September 1 for Spring semester practicum placements.


VCU School of Education

**COUNSELOR EDUCATION
INTERNSHIP**
DUE DATE
 September 1st for the Spring
 February 1st for the Fall

Revised June 2019
**INTERNSHIP APPLICATION FOR
COUNSELOR EDUCATION: CLED 672**

_____ SCHOOL COUNSELING TRACK OR _____ COLLEGE COUNSELING AND STUDENT DEVELOPMENT TRACK (CHECK ONE)

APPLICATION MUST BE ACCOMPANIED BY RESUME, UNOFFICIAL TRANSCRIPTS, AND (SCHOOL COUNSELING APPLICANTS) UP TO DATE TUBERCULOSIS SKIN TEST RESULTS

 NAME: _____ V NUMBER _____
 (LAST) (FIRST) (MIDDLE) (Do not indicate your SSN#)

 ADDRESS: _____
 (STREET) (CITY) (STATE) (ZIP)

CONTACT PHONE: _____ E-MAIL: _____ GPA: _____

SEMESTER FOR PLACEMENT: FALL _____ SPRING _____ YEAR: _____

IF YOU ARE DIVIDING INTERNSHIP OVER TWO SEMESTERS, PLEASE SUBMIT AN APPLICATION FOR EACH SEMESTER
WHERE DID YOU COMPLETE PRACTICUM? LEVEL (IF APPLICABLE): _____ (ELE., MIDDLE, HIGH)

SCHOOL DIVISION (COUNTY/CITY) OR UNIVERSITY NAME _____

SCHOOL NAME OR UNIVERSITY OFFICE _____

INTERNSHIP REQUEST: CIRCLE 3 CREDIT OR 6 CREDIT

 REQUESTED INTERNSHIP *SCHOOL DIVISION (SC)* (CHESTERFIELD, HANOVER, HENRICO, OR RICHMOND) OR
POSTSECONDARY UNIVERSITY/OFFICE (CCSD) _____ (LOCATION NOT GUARANTEED)

CHECK REQUIRED LEVEL(SC): _____ ELEMENTARY OR _____ SECONDARY

IF SECONDARY (SC), RANK _____ MIDDLE AND _____ HIGH (NOT GUARANTEED)

IS THIS AN ON-THE-JOB PLACEMENT REQUEST? _____ YES SCHOOL/SITE NAME _____

SPECIAL REQUEST _____ (CHECK – ONLY IF YOU DO NOT HAVE A CAR) _____

(over)

Eligibility for licensure as a Professional School Counselor in Virginia requires that candidates respond to the following questions: (Background questions – adopted from VDOE licensure application, July 2018)

PLEASE READ CAREFULLY AND CHECK Y (yes) or N (no)	Y	N
Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?		
Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?		
Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? <u>Please note:</u> This includes a reprimand, warning, or reproof and any order denying the right to apply or reapply for a license.		
Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? <u>Please note:</u> This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		
Have you ever left any education- or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving and allegation of misconduct was pending, eligible for appeal, or under appeal? <u>Please note:</u> This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		

If you checked yes to any of these questions, please make an appointment immediately with Dr. Joan Johnson, Executive Director of Accreditation and Licensure, School of Education, Oliver Hall, Room 2090. jjohnson@vcu.edu

Permission to release confidential information:

I, _____ (print full name), am aware of and agree to the forwarding of my e-mail address, application, resume, transcripts, TB results (SC only), and background check payment (if applicable) for the purpose of securing an counselor education internship placement(s) in a university or school(s) in one or more of the following school division(s): Henrico, Chesterfield, Hanover or Richmond. I understand that I may also be required to sign a confidentiality agreement for one or more school divisions.

Student's Signature _____ Date _____

(ADVISOR'S SIGNATURE) (DATE)

DO NOT WRITE BELOW THIS LINE - APPROVED SCHOOL DIVISION/POSTSECONDARY OFFICE USE ONLY

SITE SUPERVISOR/COUNSELOR DATE

PRINCIPAL/DIRECTOR/DEAN DATE

Return to: ATTN: DR. DONNA DOCKERY VIA U.S. MAIL: VCU School of Education
Physical Office: 4043G Oliver Hall Counseling and Special Education
Mailbox: 4064C Oliver Hall 1015 W. Main Street
Richmond, Virginia 23284

Effective, September 1, 2019 - BACKGROUND CHECK REQUIRED FOR ALL pk-12 INTERNSHIP PLACEMENTS:

A criminal background check is now required by the School of Education and all School Divisions. Students are responsible for paying for their own background check. Background checks are comprised of three portions: Criminal Background Check, VA State Police Fingerprinting, and Virginia Social Service - Child Abuse Check.

Prior to the beginning of your placement all student interns will need to complete the following background checks:

1. Fingerprinting through the Virginia State Police
2. Child Protective Services Form through the Department of Social Services


Below for your convenience are the links with the costs for each. Students are responsible for paying for their own background checks. PLEASE LIST yourself as the person to receive RESULTS from both checks. Results must not be more than one year old at the time of submission.

Background checks take approximately 2-8 weeks to process from the time the required materials are submitted, dependent upon the package purchased.

1. FINGERPRINTING/Criminal Background check - The student will need to request that their fingerprints be taken and submitted for processing. Please use the Virginia State Police Department (Midlothian Tnpk, Richmond, VA office only) for this request. You will need to have your prints taken and then submit the prints with the form below in order to have them run a background check on you.

Virginia State Police link: <http://www.vsp.state.va.us/FormsPublications.shtm>

Criminal History Record Request / Sex Offender Name Search Forms:

 [Click here to create your request to be printed for mailing to the Virginia State Police \(must mail in one form per request\).](#)

If you are unable to print this form (SP-167), contact the Help Desk at (804) 674-2131. Please ensure your browser is up to date before calling the Help Desk.

2. CPS FORM - The Child Protective Services form is found at the link below and must be submitted to the Virginia Department of Social Services. The fee is \$10.00. You must have the form notarized prior to submitting.

http://www.dss.virginia.gov/files/division/licensing/background_index_childrens_facilities/founded_cps_complaints/032-02-0151-12-eng.pdf

Once you have completed items 1 and 2 of your background check, please scan and email pdf (pictures are not acceptable) to Ms. Jones – jbjones1@vcu.edu or drop off at the Student Services Center - School of Education, Oliver Hall, Room 1037 (1st floor). Remember, results must be submitted as soon as they are received.

If you plan to student teach/intern in Chesterfield County Public Schools (CCPS) you are required to complete a background check. CCPS will be providing the service at no charge to students. Anyone who has not been an employee of CCPS within the last twelve months will need to be fingerprinted in their office located at 9900 Krause Road 23832. Details regarding the background check will be included with placement information. If you are currently employed by Chesterfield County Public Schools, you will not need to complete another background check.

Appendix B

Objectives for Clinical Courses

- Objectives for CLED 604/CLED 672
School Counseling Practicum and
Internship
- Objectives for CLED 608/CLED 672
College Counseling and Student
Affairs Practicum and Internship

Goals and Objectives for School Counseling Practicum (CLEd 604)

The supervised School Counseling Practicum experiences will enable students to practice basic counseling skills within pre-k through grade 12 setting while integrating knowledge and skills learned in previous course work. Through course experiences, each student:

Course Objectives

SLO

1. Develops the practice of critical reflection as a school counselor by evaluating personal performance as a counseling professional, including the identification of strengths and areas for continued improvement (VCU SOE mission)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
2. Joins at least one professional counseling organization at a national level and purchase liability insurance (CACREP 2.F.1.f.); Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling (2.F.1.l.; 5.G.2.l.)	Submit evidence Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)
3. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (CACREP 2.F.1.i., 2.F.5.d.; 5.G.2.n.) Understanding of the school counseling professional, including: a. Legal considerations; b. Ethical considerations; and c. Professional issues and standards (VDOE 8VAC20-543-610#9).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
4. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity, program and roles (2.F.2.f., 5.G.2.f.) Understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including: a. Characteristics of learners at the elementary, middle, and secondary levels; b. Program planning; c. Consultation; and d. Coordination (VDOE 8VAC20-543-610#7).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
5. Makes appropriate referrals to school and/or community resources (CACREP 2.F.5.k; 5.G.2.k.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
6. Demonstrates use of accountability data to inform decision making strategies (CACREP 2.F.7.m.; 2.F.8.c.i; 5.G.3.n.) Demonstrates use of data to advocate for programs and students strategies (5.G.3.o.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
7. Demonstrates knowledge of designs used in research and program evaluation (CACREP 2.F.8.g.) and develops and evaluates school counseling programs (5.G.3.b.); Develops core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (2.F.3.h.; 5.G.3.c.) Understanding of the skills and processes of research and evaluation aimed at improving school counseling programs (VDOE 8VAC20-543-610#10).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
8. Demonstrates use of developmentally appropriate academic, behavioral, and counseling assessments (i.e., general and career-specific) and evidence-based interventions (i.e., general and crisis-specific) and (2.F.1.c., 2.F.4.e-f, i;	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)

<p>2.F.5.j.; 2.F.7.i.j.m.; 2.F.8.b-e,g., 5.G.1.b.e., 5.G.3.e.) demonstrates interventions to promote academic development (5.G.3.d.). Demonstrates techniques of personal/social counseling in school settings (2.F.5.g-h; 5.G.3.f.). Demonstrates strategies to facilitate school and postsecondary transitions (5.G.3.g.) Develops strategies for implementing and coordinating peer intervention programs (5.G.3.m.), and applies models of P-12 comprehensive career development (5.G.1.c.). Understanding of the skills and processes for counseling students to include: a. Individual and group counseling for academic development; b. Individual and group counseling for career development; and c. Individual and group counseling for personal and social development (8VAC20-543-610#5). Understanding of the knowledge, skills, and processes for providing developmental group counseling, including: a. Academic development; b. Career development; and c. Personal and social development (8VAC20-543-610#6).</p>	<p>Supervisors)</p>
<p>9. Demonstrates approaches to increase promotion and graduation rates (5.G.3.i.) and to promote college and career readiness (2.F.5.j., 2.F.8.b.; 5.G.3.j.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>10. Demonstrates strategies to promote equity in student achievement and college access (5.G.3.k.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>11. Demonstrates techniques to foster collaboration and teamwork within schools (2.F.5.c; 5.G.3.l.). The ability to support students by cooperatively working with parents and guardians and teachers (VDOE 8VAC20-543-610#1).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>12. Demonstrates skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement and provide rationale for applying specific interventions relating to individual and family development (2.F.3.a.e-f, 2.F.5.a., 5.G.3.h.) Understanding of the social and cultural foundations of education and their implications for school counseling programs (VDOE 8VAC20-543-610#3).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>13. Develops and reviews school counseling program mission and vision statements and objectives (5.G.3.m.), including policies on crisis intervention and trauma-informed interventions (CACREP 2.F.5.m.)</p>	<p>Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>14. Gains an awareness of the role of counseling supervision (CACREP 2.F.1.m.), including developing an awareness of the need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (CACREP 2.F.1.k.l.)</p>	<p>Supervision Time Log/ Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>15. Demonstrates skills, techniques, and knowledge of theories and models of individual and group counseling and consultation (CACREP 2.F.5.a,c,d,g-j; 2.F.6.d.e.) Understanding of the knowledge, skills, and processes of student appraisal and assessment relative to school counseling programs, including: a.</p>	<p>Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>

Individual assessment; and b. group assessment (VDOE 8VAC20-543-610#8).	
16. Demonstrates an understanding of emergency management plans and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 2.F.1.c., 5.G.2.e.)	Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)
17. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (CACREP 2.F.1.j)	Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)
18. Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (CACREP 2.F.1.b.d.)	Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)
19. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.F.2.b,c,h)	Live & Taped Direct Experiences Clinical Evaluation (Mid-term & Final by Site and Faculty Supervisors)
20. Understanding work-based learning methods of instruction such as internship, job shadowing, cooperative education, mentorship, service learning, clinical, and youth apprenticeship (VDOE 8VAC20-543-610#11).	
21. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes (VDOE 8VAC20-543-610#13).	
22. The program shall include at least 100 clock hours of a school counselor internship and practicum experience in the preK-6 setting and 100 clock hours of internship and practicum experience in the grades 7-12 setting (VDOE 8VAC20-543-610#14).	

* Reference to Standards for School Counseling Programs (SC) of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards

** Reference to the Council for Accreditation of Counseling and Related Programs (CACREP) Standards

*** Students' skills and dispositions are formally assessed in Techniques, Practicum, and Internship, and informally assessed throughout the program.

Goals and Objectives for School Counseling Internship (CLEd 672)

The supervised School Counseling Internship experiences will enable students to practice basic counseling skills within pre-k through grade 12 setting while integrating knowledge and skills learned in previous course work. Through course experiences, each student:

Objectives

SLO

<p>1. Develops the practice of critical reflection as a school counselor by evaluating personal performance as a counseling professional, including the identification of strengths and areas for continued improvement (VCU SOE mission)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>2. Joins at least one professional counseling organization at a national level and purchase liability insurance (CACREP 2.F.1.f.); Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling (2.F.1.l.; 5.G.2.l.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>3. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (CACREP 2.F.1.i., 2.F.5.d.; 5.G.2.n.) Understanding of the school counseling professional, including: a. Legal considerations; b. Ethical considerations; and c. Professional issues and standards (VDOE 8VAC20-543-610#9).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>4. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity, program and roles (2.F.2.f., 5.G.2.f) Understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including: a. Characteristics of learners at the elementary, middle, and secondary levels; b. Program planning; c. Consultation; and d. Coordination (VDOE 8VAC20-543-610#7).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>5. Makes appropriate referrals to school and/or community resources (CACREP 2.F.5.k; 5.G.2.k.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>6. Demonstrates use of accountability data to inform decision making strategies (CACREP 2.F.7.m.; 2.F.8.c.i; 5.G.3.n.) Demonstrates use of data to advocate for programs and students strategies (5.G.3.o.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>7. Demonstrates knowledge of designs used in research and program evaluation (CACREP 2.F.8.g.) and develops and evaluates school counseling programs (5.G.3.b.); Develops core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (2.F.3.h.; 5.G.3.c.) Understanding of the skills and processes of research and evaluation aimed at</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>

improving school counseling programs (VDOE 8VAC20-543-610#10).	
<p>8. Demonstrates use of developmentally appropriate academic, behavioral, and counseling assessments (i.e., general and career-specific) and evidence-based interventions (i.e., general and crisis-specific) and (2.F.1.c., 2.F.4.e-f, i.; 2.F.5.j.; 2.F.7.i.j.m.; 2.F.8.b-e,g., 5.G.1.b.e., 5.G.3.e.) demonstrates interventions to promote academic development (5.G.3.d.). Demonstrates techniques of personal/social counseling in school settings (2.F.5.g-h; 5.G.3.f.). Demonstrates strategies to facilitate school and postsecondary transitions (5.G.3.g.) Develops strategies for implementing and coordinating peer intervention programs (5.G.3.m.), and applies models of P-12 comprehensive career development (5.G.1.c.).</p> <p>Understanding of the skills and processes for counseling students to include: a. Individual and group counseling for academic development; b. Individual and group counseling for career development; and c. Individual and group counseling for personal and social development (8VAC20-543-610#5).</p> <p>Understanding of the knowledge, skills, and processes for providing developmental group counseling, including: a. Academic development; b. Career development; and c. Personal and social development (8VAC20-543-610#6).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>9. Demonstrates approaches to increase promotion and graduation rates (5.G.3.i.) and to promote college and career readiness (2.F.5.j., 2.F.8.b.; 5.G.3.j.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>10. Demonstrates strategies to promote equity in student achievement and college access (5.G.3.k.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>11. Demonstrates techniques to foster collaboration and teamwork within schools (2.F.5.c; 5.G.3.l.) The ability to support students by cooperatively working with parents and guardians and teachers (VDOE 8VAC20-543-610#1).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>12. Demonstrates skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement and provide rationale for applying specific interventions relating to individual and family development (2.F.3.a.e-f, 2.F.5.a., 5.G.3.h.)</p> <p>Understanding of the social and cultural foundations of education and their implications for school counseling programs (VDOE 8VAC20-543-610#3).</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>13. Develops and reviews school counseling program mission and vision statements and objectives (5.G.3.m.), including policies on crisis intervention and trauma-informed interventions (CACREP 2.F.5.m.)</p>	<p>Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)</p>
<p>14. Gains an awareness of the role of counseling supervision (CACREP 2.F.1.m.), including developing an awareness of the need for personal and</p>	<p>Live & Taped Direct Experiences</p>

professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (CACREP 2.F.1.k.l.)	Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
15. Demonstrates skills, techniques, and knowledge of theories and models of individual and group counseling and consultation (CACREP 2.F.5.a,c,d,g-j; 2.F.6.d.e.) Understanding of the knowledge, skills, and processes of student appraisal and assessment relative to school counseling programs, including: a. Individual assessment; and b. group assessment (VDOE 8VAC20-543-610#8).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
16. Demonstrates an understanding of emergency management plans and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 2.F.1.c., 5.G.2.e.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
17. Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (CACREP 2.F.1.j)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
18. Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (CACREP 2.F.1.b.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
19. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.F.2.b,c,h)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
20. Understanding work-based learning methods of instruction such as internship, job shadowing, cooperative education, mentorship, service learning, clinical, and youth apprenticeship (VDOE 8VAC20-543-610#11).	
21. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes (VDOE 8VAC20-543-610#13).	
22. The program shall include at least 100 clock hours of a school counselor internship and practicum experience in the preK-6 setting and 100 clock hours of internship and practicum experience in the grades 7-12 setting (VDOE 8VAC20-543-610#14).	

* Reference to Standards for School Counseling Programs (SC) of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards

** Reference to the Council for Accreditation of Counseling and Related Programs (CACREP) Standards

Objectives for College Counseling and Student Development Practicum (CLED 608)

The supervised College Counseling and Student Development Practicum experiences will enable candidates to develop and practice their counseling skills within a supervised higher educational setting while integrating knowledge and skills learned in previous coursework. At the completion of this course, students should be able to:

Objectives	SLO's
Provide programs and services that are equitable and responsive to the unique needs of diverse individuals in postsecondary educational settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (5.E.2.l.; 2.m.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 2.F.5.c.; 5.E.2.c.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Identify and use higher education resources to improve student learning, personal growth, professional identity development, and mental health (5.E.2.n.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Apply legal and ethical standards when working with students and professionals (CACREP 2.F.1.i.;5.d) Apply legal and ethical standards specific to higher education environments (5.E.2.p.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Develop the practice of critical reflection by evaluating personal performance as a student affairs professionals, including the identification of strengths and areas for continued improvement (SOE Mission)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP 2.F.1.c., 5.m; 5.E.2.b.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Collaborate within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings, utilizing strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.E.5.c.k; 5.E.3.a.) and evaluate these programs and services through developed outcome measures (CACREP 2.F.8.d.e.g.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Design and implement evidence-based strategies to assist individuals in higher education settings with personal/social development (CACREP 2.F.5.h.j.; 2.F.8.b.; 5.E.3.b.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Know characteristics, risk factors, and warning signs of individuals	Live & Taped Direct Experiences

at risk for mental health and behavioral disorders (CACREP 5.E.2.d.)	Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Discuss interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 5.E.3.c.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Discuss strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 5.E.3.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Use multiple data sources to inform programs and services in higher education settings (CACREP 2.F.5.k.; 2.F.8.i; 5.E.3.e.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand the role of counseling supervision in the profession (CACREP 2.F.1.m.), including developing an awareness of a need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (2.F.1.k.l.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors) Supervision Time Log
Demonstrate multicultural counseling competencies and demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.1.b.d; 2.F.2.b.c.h.; 5.E.2.a.j.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Utilize formal and environmental strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well for career development programming, organization, implementation, administration, and evaluation (CACREP 2.F.4.e,f; 2.F.7.i,j) and relevant to academic/educational, personal, and social development (2.F.4.i., 2.F.8.c.; 5.E.1.e).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate theories, models, skills, and strategies for understanding and practicing consultation (CACREP 2.F.5.c) and counseling (CACREP 2.F.5.g)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Collect and analyze data ethically to guide decision making related to academic, personal, and career success (CACREP 2.F.7.m., 2.F.8.i; 5.E.3.e.) and develop and use measurable outcomes for clients (CACREP 2.F.5.i.; 2.F.8.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement and provide rationale for applying specific interventions relating to individual and family development (CACREP 2.F.3.a.e.f., 5.a.; 5.E.1.b.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate how to effectively use appropriate technology as a management, evaluation and counseling tool (CACREP 2.F.1.j.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)

	by Site and Faculty Supervisors)
Plans, implements, and leads groups effectively (CACREP 2.F.6.d.e.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand and demonstrate the role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (CACREP 2.F.1.b.d.; 5.E.2.a), which could include joining a professional counseling organization (CACREP 2.F.1.f.; 5.E.2.o) and attending/participating in professional development opportunities such as conferences, workshops, etc. (CACREP 2.F.1.L.; 5.E.3.e)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)

* CCSA refers to Standards for College Counseling and Student Affairs Programs of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

** CACREP refers to the Council for Accreditation of Counseling and Related Programs (CACREP) Standards.

*** Students' skills and dispositions are formally assessed in Techniques, Practicum, and Internship, and informally assessed throughout the program.

Objectives for College Counseling and Student Development Internship (CLEd 672)

The supervised College Counseling and Student Development Internship experiences will enable candidates to develop and practice their counseling skills within a supervised higher educational setting while integrating knowledge and skills learned in previous coursework. At the completion of this course, students should be able to:

Objectives	SLO's
Provide programs and services that are equitable and responsive to the unique needs of diverse individuals in postsecondary educational settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CACREP 2.F.3.h.; 5.E.2.l.; 2.m.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 2.F.5.c.; 5.E.2.c.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Identify and use higher education resources to improve student learning, personal growth, professional identity development, and mental health (5.E.2.n.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Apply legal and ethical standards when working with students and professionals (CACREP 2.F.1.i.;5.d) Apply legal and ethical standards specific to higher education environments (5.E.2.p.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Develop the practice of critical reflection by evaluating personal performance as a student affairs professionals, including the identification of strengths and areas for continued improvement (SOE Mission)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP 2.F.1.c., 5.m; 5.E.2.b.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Collaborate within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings, utilizing strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.E.5.c.k; 5.E.3.a.) and evaluate these programs and services through developed outcome measures (CACREP 2.F.8.d.e.g.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Design and implement evidence-based strategies to assist individuals in higher education settings with personal/social development (CACREP	Live & Taped Direct Experiences Clinical evaluation (Mid-term &

2.F.5.h.j.; 2.F.8.b.; 5.E.3.b.)	Final by Site and Faculty Supervisors)
Know characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 5.E.2.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Discuss interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 5.E.3.c.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Discuss strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 5.E.3.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Use multiple data sources to inform programs and services in higher education settings (CACREP 2.F.5.k.; 2.F.8.i; 5.E.3.e.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand the role of counseling supervision in the profession (CACREP 2.F.1.m.), including developing an awareness of a need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (2.F.1.k.l.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors) Supervision Time Log
Demonstrate multicultural counseling competencies and demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.1.b.d; 2.F.2.b.c.h.; 5.E.2.a.j.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Utilize formal and environmental strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well for career development programming, organization, implementation, administration, and evaluation (CACREP 2.F.4.e,f; 2.F.7.i.j) and relevant to academic/educational, personal, and social development (2.F.4.i., 2.F.8.c.; 5.E.1.e).	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate theories, models, skills, and strategies for understanding and practicing consultation (CACREP 2.F.5.c) and counseling (CACREP 2.F.5.g)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Collect and analyze data ethically to guide decision making related to academic, personal, and career success (CACREP 2.F.7.m., 2.F.8.i.; 5.E.3.e.) and develop and use measurable outcomes for clients (CACREP 2.F.5.i.; 2.F.8.d.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate skills to critically examine the connections between social,	Live & Taped Direct Experiences

familial, emotional, and behavior problems and academic achievement and provide rationale for applying specific interventions relating to individual and family development (CACREP 2.F.3.a.e.f., 5.a.; 5.E.1.b.)	Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Demonstrate how to effectively use appropriate technology as a management, evaluation and counseling tool (CACREP 2.F.1.j.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Plans, implements, and leads groups effectively (CACREP 2.F.6.d.e.)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)
Understand and demonstrate the role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (CACREP 2.F.1.b.d.; 5.E.2.a), which could include joining a professional counseling organization (CACREP 2.F.1.f.; 5.E.2.o) and attending/participating in professional development opportunities such as conferences, workshops, etc. (CACREP 2.F.1.L.; 5.E.3.e)	Live & Taped Direct Experiences Clinical evaluation (Mid-term & Final by Site and Faculty Supervisors)

* CCSA refers to Standards for College Counseling and Student Affairs Programs of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

** CACREP refers to the Council for Accreditation of Counseling and Related Programs (CACREP) Standards.

*** Students' skills and dispositions are formally assessed in Techniques, Practicum, and Internship, and informally assessed throughout the program.

Initial Clinical Forms

- Site Supervisor Form
- Clinical Agreement
- Practicum/Internship Plan
- Practicum/Internship Meeting with University Supervisor

Virginia Commonwealth University

School of Education

Counselor Education Program

Practicum/Internship Site Supervisor Information

SEMESTER, YEAR: _____

SITE SUPERVISOR NAME: _____

VCU STUDENT NAME: _____

LOCATION (include school name and division if applicable):

SITE ADDRESS: _____

SITE PHONE: _____

EMAIL: _____

For K-12 placements only: Does your school division consider your school a diverse setting (high number of ESL/SPED/minority students, etc.)? _____

The Counselor Education Department prefers to communicate information via email. Is this a reliable method for you? ____ Yes ____ No (if no, please indicate the best way to reach you)

_____ u _____

Highest level of education achieved: _____ Degree earned in (specialty): _____

Years' experience in current position: _____ Total years' experience: _____

Licensed/certified areas: (e.g.: pk-12 School Counseling-VA) _____

Please return this form with your Practicum or Internship student to enter into the VCU SOE TK-20 system.

VCU Counselor Education

Practicum and Internship Supervision Contract

The site supervisor agrees to provide:

- I. Opportunities for 240 hours (internship)/60 hours (practicum) of Direct Service Hours through
 - A. Individual Counseling
 - B. Group Counseling
 - C. Programs/Core Curriculum Sessions
- II. Supervision meeting (minimum one hour per week)
 - A. Formative evaluations (feedback using specific, behavioral terms)
 - B. Summative evaluations
- III. Complete a mid-semester and final Clinical Evaluation
- IV. Setting conducive modeling and demonstration
- V. Setting for individual counseling
 - A. Assured privacy
 - B. Sufficient space for appropriate monitoring equipment
- VI. Setting for small group work
 - A. Assured privacy
 - B. Sufficient space for appropriate monitoring equipment
- VII. Opportunities for classroom lessons or student affairs programming
- VIII. Opportunities to observe counseling skills live or via taped sessions
- IX. Procedures to ensure that students' legal and ethical rights (e.g. confidentiality) are protected
- X. Support direct service opportunities as outlined in internship plan
- XI. Site supervisor has reviewed clinical handbook
- XII. Site supervisor shares site policies, procedures and clarifies expectations
- XIII. Site supervisor, university supervisor and candidate hold a minimum of one face-to-face, phone, or on-line conference regarding candidate's progress

The candidate agrees to

- I. Report to the site on time and as scheduled in internship plan
- II. Notify the site supervisor promptly if absent or delayed
- III. Follow site policies and procedures
- IV. Inform the site supervisor regarding legal and ethical dilemmas that arise
- V. Plan and prepare for supervision each week
- VI. Incorporate strategies for wellness and self-care
- VII. Provide direct services as outlined in practicum or internship plan
- VIII. Delete/destroy all audio and visual client tapes at the end of the semester

The university supervisor agrees to

- I. Provide a minimum of an hour and a half of group supervision weekly
- II. Consult with site supervisor and candidate regarding candidate progress with a minimum of one face-to-face, phone, or on-line conference
- III. Check in bi-monthly with site supervisor
- IV. Review taped sessions and provide formative and summative feedback
- V. Complete final clinical evaluation for candidate

Candidate _____

Date _____

University Supervisor _____

Date _____

On-Site Supervisor _____

Date _____

PRACTICUM/INTERNSHIP PLAN

Candidate: _____ Signature: _____ Date: _____

On-Site Supervisor: _____ Signature: _____ Date: _____

1. **Direct Service Hours** _____
 - a. Individual Counseling (hours: _____)
 - b. Group Counseling (hours: _____)
 - c. Programs/Core Curriculum Sessions (hours: _____)
2. **Frequency of Supervision** (minimum 1 hour weekly):
Weekly Days, Times and Location: _____

3. **Daily/Weekly Schedule** (Total hours) _____
Days: _____
Times: _____
4. **Private location** for working with individuals/small groups with access to technology _____

5. **Assessment Criteria:**
Methods: _____
Videotaping: _____
Live Supervision: _____
6. **Handling Emergency Situations:** _____

7. **Guidelines** when site supervisor is away from site: _____

8. Dates to observe **Child Study/Eligibility Meetings** or meet with **SAEO**

9. Procedures to ensure that clients' **legal and ethical rights** (e.g. confidentiality) are protected

10. **Observation experiences:**
Experience (Individual, Group, Presentation/Core Curriculum): _____
Grade/Topic: _____
Person Observed: _____

Experience (Individual, Group, Presentation/ Core Curriculum Sessions):

Grade/Topic: _____

Person Observed: _____

Experience (Individual, Group, Presentation/Core Curriculum Sessions): _____

Grade/Topic: _____

Person Observed: _____

Experience (Individual, Group, Presentation Core Curriculum Sessions): _____

Grade/Topic: _____

Person Observed: _____

COUNSELING GROUPS

Grade	Topic	Schedule	Hours

STUDENT AFFAIRS PRESENTATIONS/CORE CURRICULUM SESSIONS

Grade	Topic	Schedule	Hours

INDIVIDUAL COUNSELING

Grade	Topic	Schedule	Hours

Meeting with University Supervisor and Site Supervisor

Checklist:

- XIV. Direct Service Hours _____
 - A. Individual Counseling
 - B. Group Counseling
 - C. Programs/Core Curriculum Sessions
- XV. Supervision meeting (minimum one hour per week) _____
 - A. Formative evaluations (feedback using specific, behavioral terms)
 - B. Summative evaluations
- XVI. Clinical Evaluation Form (highlight program expectations) _____
- XVII. Setting conducive modeling and demonstration _____
- XVIII. Setting for individual counseling _____
 - A. Assured privacy
 - B. Sufficient space for appropriate monitoring equipment
- XIX. Setting for small group work _____
 - A. Assured privacy
 - B. Sufficient space for appropriate monitoring equipment
- XX. Technology to assist learning (e.g. audio, video, and telecommunications equipment) _____

- XXI. Opportunity to observe counseling skills of candidate _____
- IX. Procedures to ensure that clients' legal and ethical rights (e.g. confidentiality) are protected

Candidate _____

Faculty _____

On-Site Supervisor _____

Date _____

Appendix D

Hourly Log Forms

- Weekly School Counseling Hourly Log
- Semester School Counseling Hourly Log
- Weekly College Counseling and Student Development Hourly Log
- Semester College Counseling and Student Development Hourly Log

WEEKLY School Counseling Log
Virginia Commonwealth University

Name: _____

Site Supervisor: _____

Site: _____

University Supervisor: _____

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total	Running Total
Individual Counseling							
Group Counseling							
Core Curriculum/Programs							
Consultation with staff, parents, community agencies (10 hrs. max.)							
TOTAL DIRECT HOURS							
Child Study / Eligibility Meetings (5 hrs. max.)							
Referral to Other Services							
Educational Planning (not to exceed 20 hrs.)							
Standardized Testing							
Program Evaluation							
Professional Development							
Individual Supervision (minimum 1 hr.)							
Observation of students, teachers, counselors ~ Ind., Gr., Class.Guid.Lessons							
Other:							
TOTAL INDIRECT HOURS:							
TOTAL HOURS ON SITE:							
Group Supervision (Class: (minimum 1.5 hrs.)							

Log time to the closest quarter (i.e. .25, .5, .75)

Site Supervisor: _____

Date: _____

NOTE: The weekly logs are designed to emphasize Standards for School Counseling Programs in Virginia Public Schools and to emphasize clinical contact hours required by the Department of Counselor Education. When you prepare your logs to be submitted for the semester, transfer weekly totals from the weekly logs to the semester log. At the end of the semester, scan the semester log signed by your supervisor into TK-20 and fill in the total hours, direct hours, individual supervision hours, and group supervision hours as indicated in TK-20.

WEEKLY College Counseling and Student Development Log
Virginia Commonwealth University

Name: _____ Site Supervisor: _____

Site: _____ University Supervisor: _____

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekly Total	Running Total
Individual Counseling							
Group Counseling							
Student Affairs Programs							
Consultation with staff, community agencies, and other personnel							
TOTAL DIRECT HOURS							
Referral to Other Services							
Educational Planning (not to exceed 20 hrs.)							
Program Evaluation							
Professional Development							
Individual Supervision (minimum 1 hr.)							
Observation of students, counselor, faculty ~ Ind., Group, Presentation							
Other:							
TOTAL INDIRECT HOURS:							
TOTAL HOURS ON SITE:							
Group Supervision (Class: (minimum 1.5 hrs.)							

Log time to the closest quarter (i.e. .25, .5, .75)

Site Supervisor: _____ Date: _____

NOTE: The weekly logs are designed to emphasize clinical contact hours required by the Department of Counselor Education. When you prepare logs to be submitted for the semester, transfer weekly totals from the weekly logs to the semester log. At the end of the semester, attach the weekly logs behind the semester log and submit both the semester log and weekly logs as a packet.

**College Counseling and Student Development SEMESTER Log
Virginia Commonwealth University**

Name: _____

College/University: _____

Site: _____

Site Supervisor: _____

Semester/Year: _____

University Supervisor: _____

Week Dates	Direct Services				Total Direct Hours	Individual Supervision	Group Supervision	Total Indirect Hours	Total Week's Hours	On-Site Supervisor's Initials
	Individual Counseling	Group Counseling	Student Affairs Programs	Consultation		Usually on site	Usually in class			
Totals										

Direct Service Hours: _____ **Indirect Service Hours:** _____ **Total Hours:** _____

Total Individual Supervision Hours: _____ **Total Group Supervision Hours:** _____

TOTAL ALL COLUMNS BEFORE SUBMISSION.

Appendix E

Clinical Evaluations

- Clinical Evaluation for School Counseling Candidates
- Clinical Evaluation for College Counseling and Student Development Candidates

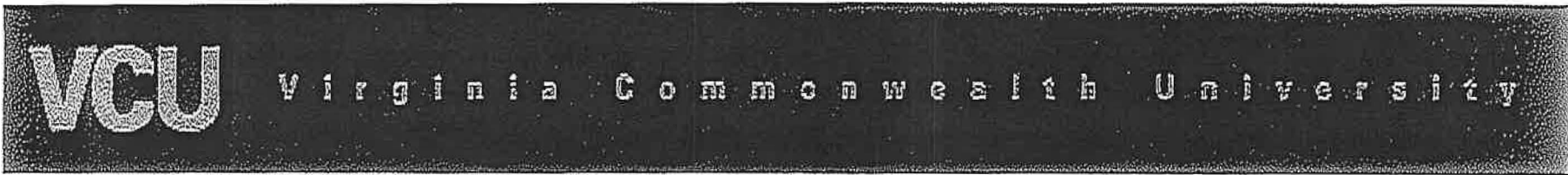
Total Individual Supervision Hours: _____ Total Group Supervision Hours: _____

TOTAL ALL COLUMNS BEFORE SUBMISSION.

Appendix E

Clinical Evaluations

- Clinical Evaluation for School Counseling Candidates
- Clinical Evaluation for College Counseling and Student Development Candidates



CLED 604/672-SC
Counselor Education School Counseling
Practicum and Internship Clinical Evaluation

Name of Practicum/Internship Student: _____ Date: _____
Practicum Experience: _____ Internship Experience: _____ Semester/Year: _____
Name of Site Supervisor: _____ Placement Site: _____
Email address: _____ Phone number: _____

Directions: For each of the performance sections, evaluate the student using the following scale. Shaded items indicate advanced counseling and leadership skills. If the number 5 is shaded for an item, this indicates an advanced level of performance and should generally be considered for internship students only.

Scale Explanations:

- 1 = Not Met: Attribute/skill/behavior is not evident, implemented, or is used inappropriately.
- 2 = Minimal: Attribute/skill/behavior is demonstrated inconsistently.
- 3 = Adequate: Attribute/skill/behavior is demonstrated but may still need refining.
- 4 = Very Good: Attribute/skill/behavior is used appropriately and consistently.
- 5 = Target: Attribute/skill/behavior is highly developed and consistently performed. (Only for CLED 672 Internship)

Section I Dispositions

1.	Openness to new ideas	1	2	3	4	5
2.	Flexibility	1	2	3	4	5
3.	Cooperativeness with others	1	2	3	4	5
4.	Willingness to accept and use feedback	1	2	3	4	5
5.	Awareness of own impact on others	1	2	3	4	5
6.	Ability to deal with conflict	1	2	3	4	5
7.	Ability to accept personal responsibility	1	2	3	4	5
8.	Ability to express feelings effectively and appropriately	1	2	3	4	5
9.	Attention to ethical and legal considerations	1	2	3	4	5
10.	Initiative and motivation	1	2	3	4	5

Section II Counseling Skills

1.	Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	1	2	3	4	5
2.	Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	1	2	3	4	5
3.	Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	1	2	3	4	5
4.	Demonstrates effective paraphrasing and reflection of content (5.g)	1	2	3	4	5
5.	Demonstrates effective reflection of feeling (5.g)	1	2	3	4	5
6.	Demonstrates effective summarization (5.g)	1	2	3	4	5
7.	Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	1	2	3	4	5
8.	Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	1	2	3	4	5
9.	Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	1	2	3	4	5
10.	Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	1	2	3	4	5
11.	Counselor is present, open to student and practices immediacy and concreteness (5.g)	1	2	3	4	5
12.	Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 5.D.)	1	2	3	4	5
13.	Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h.)	1	2	3	4	5

14.	Develops effective measurable outcomes for students (CACREP 5.i.; 8.d)	1	2	3	4	5
15.	Demonstrates effective crisis intervention and psychological first aid strategies (CACREP 5.m.)	1	2	3	4	5
16.	Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a; 5.a)	1	2	3	4	5

Section III Program Organization, Implementation, Delivery and Assessment

1.	Effectively designs and evaluates evidence-based counseling interventions and programs (5.j; 7.i, j; 8.b.e.g; SC 3.b.)	1	2	3	4	5
2.	Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (3.h.; SC 3.c.)	1	2	3	4	5
3.	Utilizes evidence-based interventions to promote academic development (5.j., 8.b; SC 3.d.)	1	2	3	4	5
4.	Understands models of P-12 comprehensive career development and utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e-f,i; 5.j; 8.b; SC 1.b,e, 3.e.)	1	2	3	4	5
5.	Incorporates techniques of personal/social counseling in school settings (5.g-h; SC 3.f.)	1	2	3	4	5
6.	Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	1	2	3	4	5
7.	Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f., SC 3.h.)	1	2	3	4	5
8.	Utilizes approaches to increase promotion and graduation rates (SC 3.i.)	1	2	3	4	5
9.	Incorporates evidence-based interventions to promote college and career readiness (5.j; 8.b; SC 3.j.)	1	2	3	4	5
10.	Offers strategies to promote equity in student achievement and college access (SC 3.k.)	1	2	3	4	5
11.	Collects, analyzes and uses data ethically to inform decision making and advocate for students and programs (7.m., 8.c.i., SC 3.n., SC 3.o.)	1	2	3	4	5
12.	Demonstrates effective group leadership skills and techniques (6.d)	1	2	3	4	5
13.	Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	1	2	3	4	5
14.	Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	1	2	3	4	5
15.	Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (1.c., SC 2.e.)	1	2	3	4	5
16.	Understands an effective referral process and knowledge of community resources and promotes access of a variety of resources to school community (5.k.; SC 2.k.)	1	2	3	4	5

17	Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l.)	1	2	3	4	5
18.	Develops strategies for implementing and coordinating peer intervention programs (SC 3.m.)	1	2	3	4	5
19.	Demonstrates effective classroom management strategies and techniques, including the use of technology in providing school counseling services (1.j)	1	2	3	4	5
20.	Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)					

Section IV Professional Development

1.	Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	1	2	3	4	5
2.	Attends and/or participates in professional development opportunities such as conferences, workshops, as well as being a member of professional counseling organizations (CACREP 1.f.l; SC 2.l.)	1	2	3	4	5
3.	Models and supports the university, unit, and professional ethical code of conduct at all times (1.i; 5.d; SC 2.n.)	1	2	3	4	5
4.	Uses current literature and research in counseling activities (SC 3.n.o.)	1	2	3	4	5
5.	Understands and demonstrates role and identity of a professional school counselor, including being a member of the school community and an advocate for students and the profession (1.b.d.)	1	2	3	4	5
6.	Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.)	1	2	3	4	5
7.	Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in k-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2. b, c, h)	1	2	3	4	5

Section V Demographic Data of Students

Please check "yes" or "no". During this clinical experience, has the graduate student worked with or observed pre-k through 12 students:

1. With limited English proficiency? Yes _____ No _____

2. With disabilities? Yes _____ No _____

3. Who are racially or ethnically diverse? Yes _____ No _____

4. Who are eligible for Free/Reduced Lunch Yes _____ No _____

II. Narrative Section: Share several strengths and any concerns you may have about the practicum/intern student.

III. Additional comments:

The intern/practicum student has been involved in an evaluation process and this assessment has been shared with him/her. The student's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Practicum/Intern Signature

School or University Supervisor Signature

Date
Revised 1.2017

Date



CLED 608/672-CCSD

Counselor Education College Student Development and Counseling
Practicum and Internship Clinical Evaluation

Name of Practicum/Internship Student: _____ Date: _____

Practicum Experience: _____ Internship Experience: _____ Semester/Year: _____

Name of Site Supervisor: _____ Placement Site: _____

Email address: _____ Phone number: _____

Directions: For each of the performance sections, evaluate the student using the following scale. Shaded items indicate advanced counseling and leadership skills. If the number 5 is shaded for an item, this indicates an advanced level of performance and should generally be considered for internship students only.

Scale Explanations:

- 1 = Not Met: Attribute/skill/behavior is not evident, implemented, or is used inappropriately.
- 2 = Minimal: Attribute/skill/behavior is demonstrated inconsistently.
- 3 = Adequate: Attribute/skill/behavior is demonstrated but may still need refining.
- 4 = Very Good: Attribute/skill/behavior is used appropriately and consistently.
- 5 = Target: Attribute/skill/behavior is highly developed and consistently performed. (Only for CLED 672: Internship)

Section I Dispositions

1.	Openness to new ideas	1	2	3	4	5
2.	Flexibility	1	2	3	4	5
3.	Cooperativeness with others	1	2	3	4	5
4.	Willingness to accept and use feedback	1	2	3	4	5
5.	Awareness of own impact on others	1	2	3	4	5
6.	Ability to deal with conflict	1	2	3	4	5
7.	Ability to accept personal responsibility	1	2	3	4	5
8.	Ability to express feelings effectively and appropriately	1	2	3	4	5
9.	Attention to ethical and legal considerations	1	2	3	4	5
10.	Initiative and motivation	1	2	3	4	5

Section II Counseling Skills

1.	Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	1	2	3	4	5
2.	Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	1	2	3	4	5
3.	Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	1	2	3	4	5
4.	Demonstrates effective paraphrasing and reflection of content (5.g)	1	2	3	4	5
5.	Demonstrates effective reflection of feeling (5.g)	1	2	3	4	5
6.	Demonstrates effective summarization (5.g)	1	2	3	4	5
7.	Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	1	2	3	4	5
8.	Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	1	2	3	4	5
9.	Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	1	2	3	4	5
10.	Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	1	2	3	4	5
11.	Counselor is present, open to student and practices immediacy and concreteness (5.g)	1	2	3	4	5

2.	Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP 1.i; 5.d.; CCSA 2.p.)	1	2	3	4	5
3.	Demonstrates developmentally relevant counseling or intervention plans (CACREP 5.h., CCSA 3.b-d)	1	2	3	4	5
4.	Develops effective measurable outcomes for students (CACREP 5.i;8.d)	1	2	3	4	5
5.	Demonstrates effective crisis intervention and psychological first aid strategies and being part of a community outreach or emergency management response team (CACREP 1.c; 5.m; CCSA 2.b)	1	2	3	4	5
6.	Explains the rationale for specific interventions, including theory that relates to individual and family development across the lifespan (3.a.;5.a.; CCSA 1.b)	1	2	3	4	5

Section III Program Organization, Implementation, Delivery and Assessment

1.	Effectively uses appropriate technology as a management, evaluation and counseling tool (1.j)	1	2	3	4	5
2.	Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties (1.m)	1	2	3	4	5
3.	Demonstrates the ability to assess client academic, personal, and career needs (4.i; 7.i,j; CCSA 1.e)	1	2	3	4	5
4.	Collects and analyzes data ethically to guide decision making related to academic, personal, and career success (7.m; 8.i; CCSA 3.e.)	1	2	3	4	5
5.	Develops plans to address identified client needs (individual, small group, student affairs programming) (5.c)	1	2	3	4	5
6.	Plans and implements groups effectively (6.e.,h)	1	2	3	4	5
7.	Demonstrates effective group leadership skills (6.d)	1	2	3	4	5
8.	Plans and implements student affairs programming effectively utilizing needs assessments (8.c; CCSA 1.e)	1	2	3	4	5
9.	Demonstrates effective presentation skills	1	2	3	4	5
10.	Designs and implements programs and services offered in higher education environments and evaluates those programs and services through developed outcome measures (8.d-e, g; CCSA 3.a)	1	2	3	4	5
11.	Demonstrates evidence-based strategies to assist individuals in higher education settings with personal/social development (5.j;8.b; CCSA 3.b.)	1	2	3	4	5
12.	Uses interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA 3.c.)	1	2	3	4	5
13.	Incorporates strategies for addiction intervention, prevention, and outreach for individuals in higher education settings (CCSA 3.d.)	1	2	3	4	5
14.	Uses multiple data sources to inform programs and services in postsecondary educational settings	1	2	3	4	5

(CACREP 5.k.; CCSA 3.e.)						
15.	Collaborates and consults within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational settings (5.c; CCSA 3.a.)	1	2	3	4	5
16.	Collaborates and consults with P-12 personnel to facilitate postsecondary transitions and general student information (5.c; CCSA 2.c)	1	2	3	4	5
17.	Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e.f.)	1	2	3	4	5

Section IV Professional Development

1.	Joins professional organizations (1.f; CCSA 2.o)	1	2	3	4	5
2.	Models and supports the university, unit, and professional ethical code of conduct at all times (5.d, CCSA 2.p)	1	2	3	4	5
3.	Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (CACREP 1.L; CCSA 3.e)	1	2	3	4	5
4.	Uses current literature and research in developing programs and interventions (CCSA 3.e.)	1	2	3	4	5
5.	Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher education settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b, c, h; CCSA 2.j)	1	2	3	4	5
6.	Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.L.m)	1	2	3	4	5
7.	Understands and demonstrates role and identity of a professional counselor in higher education settings, including being a member of the school community and an advocate for students and the profession (1.b.d.; CCSA 2.a)	1	2	3	4	5

Section V Demographic Data of Students

Please check "yes" or "no".

During this clinical experience, has the graduate student worked with or observed university students:

1. With limited English proficiency? Yes _____ No _____
2. With disabilities? Yes _____ No _____
3. Who are racially or ethnically diverse? Yes _____ No _____

I. Narrative Section: Share several strengths and any concerns you may have about the practicum/intern student.

III. Additional comments:

The intern/practicum student has been involved in an evaluation process and this assessment has been shared with him/her. The student's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Practicum/Intern Signature

School or University Supervisor Signature

Date

Date

Appendix F

Certification in Emergency First Aid, Cardiopulmonary Resuscitation, and Use of the Automated Defibrillators and Training offered at VCU

Recent Virginia legislation (House Bill 2028 and Senate Bill 986) requires that all applicants for initial licensure or licensure renewal must complete training in "Emergency First Aid, Cardiopulmonary Resuscitation, and Use of Automated Defibrillators." All applicants applying for licensure must submit written documentation that clearly indicates that all three topics (emergency first aid, CPR, AED) and that hands-on practice was included in the certification or training.


This certification or training program shall be based on the current national evidence-based emergency cardiovascular care for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

CESNA offers an annual training for interested students who have the option of earning a training certificate or American Red Cross certification (current for 2 years).

You must submit your certificate with your licensure application.

Appendix G

Mandatory Dyslexia Training Requirement

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. For more information, read [House Bill 842](#) .

To meet the requirements, VDOE has developed a free online [Dyslexia Awareness Training Module](#). This module is accessible from PCs and Mac computers. Viewing on an iPad or smartphone requires the download of the free “mobile player.” Users should complete the module in one session and have access to a printer. Individuals completing the module should print a copy of the certificate of completion for verification. The module has a value of five professional development points.

- [Dyslexia Awareness Training Module](#)
- [Dyslexia Awareness Training Module Transcript \(Word\)](#)

APPENDIX H
APPLICATION FOR TEACHER LICENSURE
VIRGINIA COMMONWEALTH UNIVERSITY
STUDENT SERVICES CENTER

The procedure for making application for a State of Virginia Teaching License for Virginia Commonwealth University requires you as an applicant to complete the following documentation and return to:

Virginia Commonwealth University
School of Education
Student Services Center - Oliver Hall, Room 1037
P.O. Box 842020
Richmond, Virginia 23284-2020

YOUR APPLICATION WILL BE RETURNED IF IT IS RECEIVED INCOMPLETE.

Please follow this checklist carefully.

1. Your Application for Virginia Teaching Certificate form MUST be completed, signed, and dated. Please check carefully for accuracy.
2. The top portion of your College Verification Form must be completely filled out, including your degree and date of conferral (graduation date) - PART I.
3. The Supervised Teaching Report form MUST include the signature of your Student Teaching Supervisor or Degree Program Advisor. (Master of Teaching ONLY)
4. A Personal Check, money order, cashiers check or certified check in the amount of \$50.00, payable to the Treasurer of Virginia, for the application fee (non-refundable) MUST be stapled to your application.
5. Transcripts: If you have a degree from another college or university, you MUST provide an official transcript from that institution with your application. The Student Services Center will obtain your VCU transcript after your degree has been posted.
6. Score Reports: All applicants seeking licensure MUST include a copy of your individual score reports, even though you had your scores sent to VCU. (The testing services only send electronic lists of student scores, not individual reports. The VA DOE requires a copy of each applicant's individual score reports.) When taking your Praxis test, please have the scores sent to the School of Education. Our code number is R5570.
 - a. Early Elementary Education Students: Praxis II, VRA or RVE- if taken after July 1, 2011, VCLA, and child abuse certificate.
 - b. Secondary Education Students (including Theatre Ed.): Praxis II, VCLA, and child abuse certificate.
 - c. Special Education Students: VRA or RVE-if taken after July 1, 2011, VCLA, child abuse certificate
 - d. Early Childhood Special Education Students: VCLA, child abuse certificate
 - e. Art Education Students: Praxis II, VCLA, child abuse certificate
 - f. Music Education Students: Praxis II, VCLA, child abuse certificate
 - g. Health & Physical Education Students: Praxis II, VCLA, child abuse

- certificate
- h. Counselor Education and Social Work – Child Abuse Certificate

You may obtain the necessary Bulletin of Information for registering to take the Praxis Series/National Teacher Examinations from this office. Each applicant **MUST** take each of the following Praxis tests: Praxis I (PPST) (Reading, Writing, and Mathematics) and Praxis II Specialty Area.

Upon receipt of your completed application, the Student Services Center will forward it to the Virginia State Department of Education. The State Department of Education will then process your application and communicate with you directly concerning your certificate and the conditions under which your certificate will be issued. The whole certification process will take approximately 2-3 months. Because the Student Services Center handles such a large volume of applications, we request that your entire application be stapled together (including your fee) to ensure all contents of your application stay connected. If you have any questions concerning certification, please come by the office or call 804-827-2670.

PLEASE DOWNLOAD THE APPLICATION FOR LICENSURE PACKET FROM THE FOLLOWING WEBSITE:

<http://www.doe.virginia.gov/teaching/licensure/application.pdf>

BE SURE TO INCLUDE :

- Emergency First Aid, CPR & AED training documentation
- Child Abuse Certificate
- Dyslexia Training Module Certificate
- **CHECK IN THE AMOUNTU OF \$50.00 MADE PAYBLE TO THE “TREASURER OF VIRGINIA” WITH YOUR COMPLETED PACKET**

SUBMIT TO:

Virginia Commonwealth University
School of Education
Student Services Center - Oliver Hall, Room 1037
P.O. Box 842020
Richmond, VA 23284-2020

Appendix I

ACA Ethical Standards may be found at:

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

ASCA Ethical Standards may be found at:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Position Statements may be found
at:

<https://www.schoolcounselor.org/school-counselors-members/publications/position-statements>

